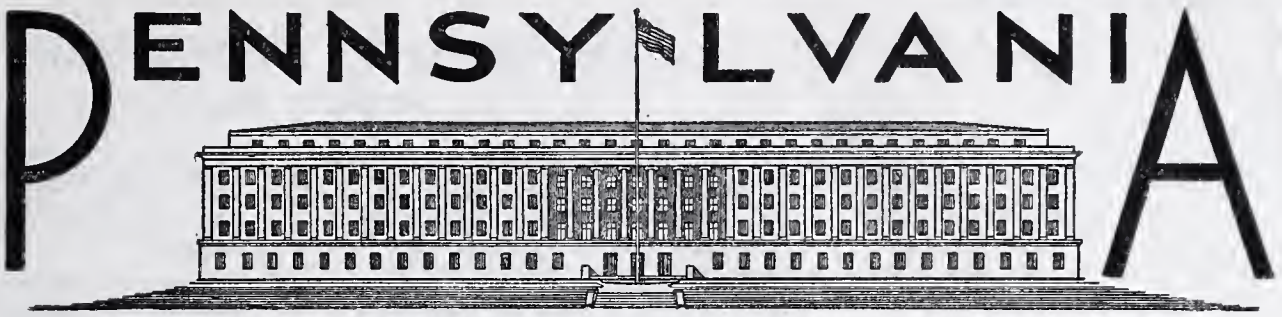
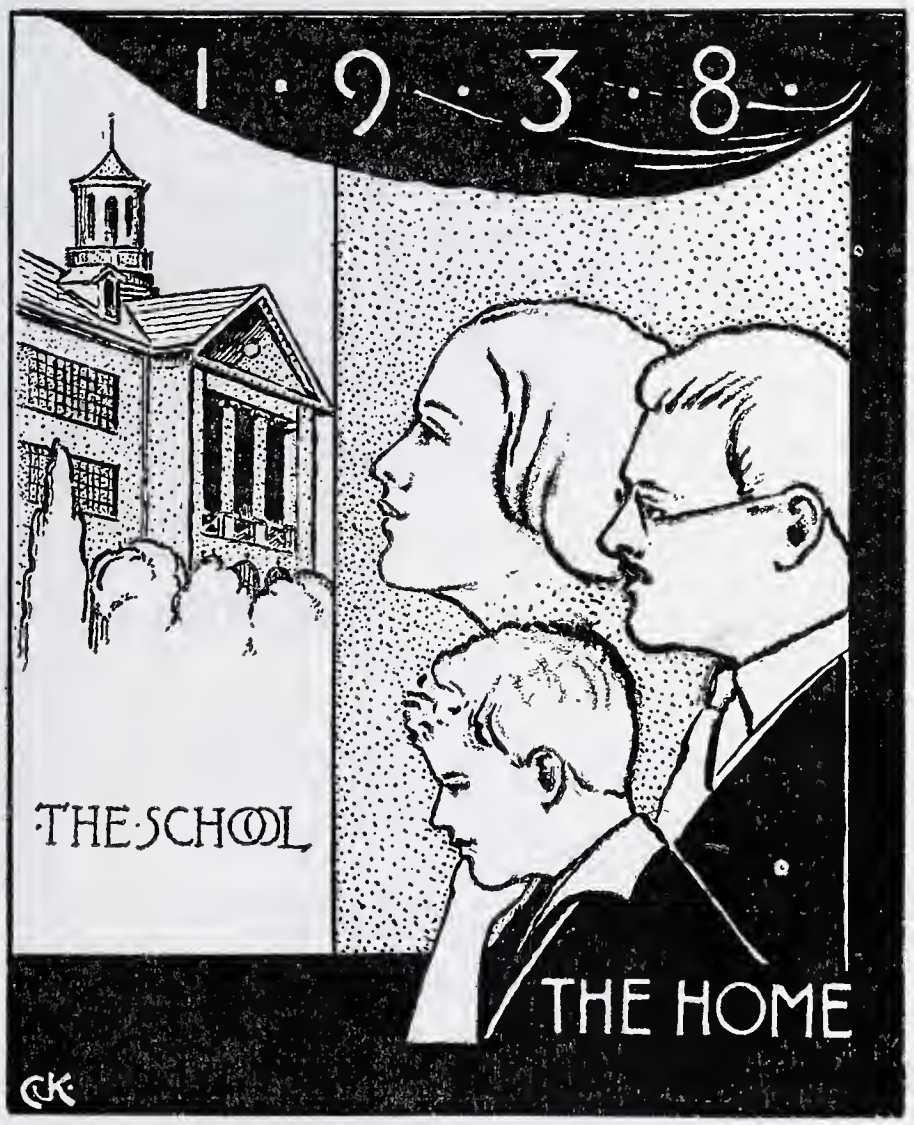
PUBLIC · EDUCATION

PENNSYLVANIA



Monthly Bulletin
DEPARTMENT OF PUBLIC INSTRUCTION
Commonwealth of Pennsylvania



Opportunities For 1938

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PENNSYLVANIA

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SCHOOL CALENDARS

ANTICIPATING ANNIVERSARIES

JANUARY, 1938

1 New Year's Day.

1 Paul Revere, 1735-1818. American patriot, soldier, and silversmith.

3 Marcus Tullius Cicero, 106-43 BC. Roman orator and statesman.

4 Anthony Benezet, 1713-1784. Quaker philanthropist interested in the Negro and Indian. Enroled among the honored educators on the roll of honor engraved on the frieze of the Education Building at Harrisburg.

4 Sir Isaac Newton, 1642-1727. Astronomer and mathematician.

6 Joan D'Arc, 1412-1431. French national heroine. Maid of Orleans.

7 Millard Fillmore, 1800-1874. Thirteenth President of the United States.

11 Alexander Hamilton, 1757-1804. Statesman, financier, editor, First Secretary of Treasury. "His contribution to the constructive policies of the Government was unexcelled by that of any other person."
Elected to the Hall of Fame in 1915.

11 William James, 1842-1910. Philosopher and psychologist.

12 John Hancock, 1737-1793. American patriot and statesman.

12 Johann Pestalozzi, 1746 - 1827. Educational reformer.

13 Stephen C. Foster died 1864. A commemoration service sponsored by the Civic Club of Allegheny County is held annually in the Allegheny Cemetery.

14 Matthew Fontaine Maury, 1806-1873. Scientist; called the "Pathfinder of the Seas". Established United States Naval Academy and Weather Bureau.
Elected to the Hall of Fame in 1930.

17 Benjamin Franklin, 1706-1790. Statesman, author, philosopher, printer, editor, scientist, and public speaker. Signer of Declaration of Independence and Constitution of United States. Enroled among the honored educators on the roll of honor engraved on the frieze of the Education Building at Harrisburg.
Elected to the Hall of Fame in 1900.

18 Daniel Webster, 1782-1852. Statesman, lawyer, orator. Elected to the Hall of Fame in 1900.

19 Robert E. Lee, 1807-1870. Commander-in-Chief of Confederate Army; President of Washington College (now called Washington and Jefferson University).
Elected to the Hall of Fame in 1900.

19 Edgar Allen Poe, 1809-1849. Poet. Elected to the Hall of Fame in 1910.

25 Robert Burns, 1759-1796. Scottish poet.

29 William McKinley, 1843-1901. 25th President of the United States.

30 Child Labor Day (celebrated in the schools on this date)

30 Franklin Delano Roosevelt, 1882. 32nd President of the United States.

EDUCATION MEETINGS

JANUARY

— American Legion of Pennsylvania Scranton, Pa.

14 Pennsylvania Newspaper Publishers Association, Harrisburg, Pa. (two days)

17 State Farm Show, Harrisburg, Pa. (five days)

21 College Presidents Association of Pennsylvania, Harrisburg, Pa. (one day)

FEBRUARY

1 Pennsylvania School Board Secretaries' Association, Harrisburg, Pa. (one day)

2 Pennsylvania School Directors Association, Harrisburg, Pa. (two days)

5 National Aviation Show, New York City (seven days)

22 Progressive Education Association, New York City (six days)

25 American Association of Teachers Colleges, Atlantic City, N. J. (two days)

26 National Association of Commercial Teacher-Education Institutions, Philadelphia, Pa. (one day)

26 American Association of School Administrators, Atlantic City, N. J. (six days)

26 American Council of Guidance and Personnel Associations, Atlantic City, N. J.

JANUARY CALENDAR FOR SCHOOL OFFICIALS

DUE	SUBJECT OF REPORT	CODE SECTION	FORM NUMBER
January 3	Report of Firms Employing Minors		PICA-46 RFFM

EXECUTIVE OFFICE

DR. LESTER K. ADE
Superintendent of Public Instruction

New Opportunities of 1938

YEARS are long or short in proportion as they are filled with opportunities for useful service to mankind. Days with children and youth can hardly be long because there are endless duties we want to do. Hence, New Year returns with startling swiftness to those who spend their days in bringing eternal gifts and opportunities to a new generation.

According to an oriental legend, he that is first to put foot into a friend's house, brings good fortune for the entire year both to himself and his host. Moved by this belief people throng into the streets in a zealous effort to be the first to enter the homes of friends. They come laden with boxes containing gifts, for the tradition has it that in order to assure a bounteous year ahead one must not enter empty handed. Thus the essence of the New Year spirit comprises rich benefits for the one who gives and the one who receives.

In contemplating the bright opportunities for 1938, our teachers, patrons and friends of education may take their cue from such inspiring tradition and enter upon the work of the New Year with bounteous gifts for the children and youth of our Commonwealth, for it is our privilege on this propitious anniversary to share with children clear knowledge, sympathetic understanding, eternal truth, noble sacrifices, and the idealism which gives the highest meaning to all our efforts.

To those dedicated to these high purposes, last year's New Year seems but yesterday, and next year's but tomorrow. Meanwhile, let us use the year at hand to capitalize on the new opportunities that are ours for human service, for there is no more enduring and constant joy than the realization of a noble work well done.

Committee For 1938 Education Congress

The twenty-three members of the committee for the 1938 Education Congress represent almost every interested group as well as every area of Pennsylvania. They will plan the program for the annual meeting of the Education Congress which will be held in Harrisburg early next fall. The exact dates have not been set, but await the action of the Committee.

The annual Education Congress is an effective means of promoting widespread cooperation among all the groups interested in the educational welfare of the State. The program of the Congress each year touches on problems of deep significance to the educational interests of Pennsylvania. Those participating have an opportunity not only to hear the views of nationally known leaders on these issues, but to express their own reactions to current educational problems. In view of the fact that representatives from every part of the State and from every educational group of the State are in attendance at the annual Congress, there is every reason to believe that the fruits of the meeting are enjoyed throughout the length and breadth of the Commonwealth.

Following are the members of the Committee for the Education Congress of 1938:

Chairman: Dr. Gerald D. Whitney
Deputy Superintendent of Public Instruction

Allen E. Bacon.....Superintendent of Wilkes-Barre Schools
J. I. Baugher.....Superintendent of Derry Township Schools
E. D. Davidson.....Superintendent of Beaver County Schools
Harvey O. Dietrich.....Superintendent of Norristown Schools
C. B. Dissinger.....Superintendent of Pike County Schools
Arthur W. Ferguson.....Superintendent of York City Schools
F. Herman Fritz.....Superintendent of Chester City Schools
H. V. Herlinger.....Superintendent of Mt. Lebanon Schools
H. E. Hulton.....Superintendent of Latrobe Schools
J. Roy Jackson.....Superintendent of Beaver Falls Schools
David J. Keener.....Superintendent of Waynesboro Schools
Kent Kelley.....Superintendent of Greene County Schools
Alvin F. Kemp.....Superintendent of Berks County Schools
Abram M. Kulp.....Superintendent of Montgomery County Schools
Mary B. McAndrew.....Superintendent of Carbondale Schools
Warren P. Norton.....Superintendent of Meadville Schools
Sydney V. Rowland.....Superintendent of Radnor Township Schools
William C. Sampson.....Superintendent of Upper Darby Schools
Herbert L. Spencer.....President Pennsylvania College for Women, Pittsburgh
Charles S. Swope.....President West Chester State Teachers College
A. M. Weaver.....Superintendent of Williamsport Schools
F. DeWitt Zuerner.....Superintendent of North Braddock Schools

Proof of Progress

Progress in Education has been marked by the growth of many significant practices and ideals which can be associated with no particular event. Among them are:

1. **The adaptation of the school to the needs of individual children.**
2. **The equalization of financial support for education.**
3. **The recognition of the need for educating the whole child.**
4. **Extension of the practice of free transportation, free textbooks, and other school supplies.**
5. **The development of a science of school building construction.**
6. **The substitution of correct habit building for discipline through punishment.**
7. **Decreased reliance upon transfer of mental discipline.**
8. **The extension of educational opportunity to adults.**
9. **Scientific measurement and experimentation.**
10. **Administration and supervision.**

Justification of Educational Finance

In the final analysis school costs are not a burden but an investment which pays handsome dividends. No industry can ever be more productive than an effective public school system. The material goods with which modern industry mainly concerns itself is a fixed quantity. No nation can increase its material resources. "Matter cannot be created or destroyed."

The public gets the kind of schools it is willing to pay for. Schools are for the most part the direct reflection of the spirit and attitude of the community in relation to education. Our appreciation of the values of education determines the amount and kind of education with which we provide our children. We spend money for those things we value and consider essential. More money will be spent on education when the public becomes better informed as to the essentials of an adequately functioning school system.

EXECUTIVE OFFICE—Continued

The Question of School Finance

State Subsidies for Public Education Constitute a Crucial Problem

Since the machinery for subsidizing public education was originally set up, many sweeping social changes have taken place affecting education and the financial plan that was established for its support. While our folks have to some extent modified the system in accordance with these fundamental developments, it is quite clear that the program needs revision in the light of contemporary social, economic and industrial conditions. There is now a feeling among many of our citizens that our present plan of taxation, assessment and appropriation of public funds for educational purposes is inequitable, and that steps should be taken to improve these vital processes.

Crucial financial problems face our citizens in the maintenance of an adequate public education program. Such questions as the following indicate some of these issues:

1. **Is there sufficient wealth in Pennsylvania to adequately finance an educational program worthy of the Commonwealth?**
2. **Should there be sources of revenue other than the general property tax to finance such a program—for example, taxes on income, sales, corporations, severance, inheritance, stock transactions, amusements, gifts, and the like?**
3. **Should Pennsylvania have a State tax commission?**
4. **Should there be a uniform tax assessment and tax collection plan in Pennsylvania?**
5. **Should we revise our present plan of distributing State subsidies for education? If so, what are the next steps?**

These challenging questions are of vital concern to all of us. Our people look to civic and educational leaders for guidance and direction in finding a practical solution for these problems.

> **In the proper operation of salary schedule lies the possibility of obtaining better and superior teaching in the public schools. To gain this high objective however, the schools must have forceful and intelligent leadership. In short, superior teaching is predicated upon superior leadership. The Committee, therefore, places great stress upon having strong outstanding principals. Thus, it recommends such salary changes for principals as will attract and hold the highest types of persons, with outstanding educational and teaching leadership.**
>
> **—Pittsburgh Committee on Teachers' Salaries.**

Public Education in 1960

Noted Educator Predicts Place of Schools in Society Score of Years Hence

Speaking before the Staff of the Department of Public Instruction at a recent meeting in Harrisburg, Dr. Ned Dearborn, Professor of Education in New York University, predicted the place of public education in society in 1960.

In his presentation, Doctor Dearborn covered three phases in the evolution of education; namely, the past, the present, and the future. Doctor Dearborn recalled when the principal qualifications of a teacher were concerned with physical strength, when the school plant consisted of a log hut equipped with slab furniture, and the personnel practically limited to one teacher. In keeping with these factors was the program which included little besides reading and arithmetic.

Today the conditions pertaining to teachers, buildings, administration, and the program are a marked improvement over those of the past. Teachers are much better qualified, buildings adapted to the program of instruction, the administration relatively efficient, and the program considerably enriched and enlarged.

Social, Cultural and Civic Community Center

Basing his predictions on current trends, Doctor Dearborn intimated that the school of the future would hardly be recognized as a school as we conceived it today. He predicted that a quarter century hence education will be organized not in the form of a school, as such, but rather as a social, cultural and civic community center. This new institution will comprise educational and cultural activities adapted to the needs of individuals from infancy to old age. These centers will serve much larger areas than are served by school districts today. This will naturally be made possible by improvements in transportation facilities. Traveling back and forth to these community centers by airplane will be a regular practice.

Centrifugal Spread of Culture

Not only will these community centers be the heart of civic, cultural and social developments, but they will be the center from which culture emanates to every point in the surrounding areas. Libraries, museums, art galleries, and the like, will be available at the centers as well as to people residing at some distance from the centers. Much wider use will be made of radio and motion pictures. It is also likely that television will be used to some advantage in these cultural centers, so that education will continue before and after the hours of activity within the center itself.

Curriculum Based on Complete Human Living

The present curriculum materials will in all probability be replaced by such phases of complete human living as the following:

1. government
2. industry
3. trade and commerce
4. housing
5. clothing
6. food
7. health
8. recreation
9. human relations
10. natural resources
11. individual rights

The School Must Guard Its Educational Prerogative

Doctor Dearborn expressed an anxiety over the possibility of the entire function of education being taken over by social agencies other than the school. He pointed to the fact that the Federal government has at present under consideration the establishment of a general welfare department with the Office of Education as only a part of its program. He intimated that if the people felt that education was a function of first importance they would obviously have created a department of education that would rank with a department of agriculture, a department of commerce, or a department of health. This evident negligence is attributable to the school people themselves. They have allowed the school to become over-institutionalized. Doctor Dearborn said that when a social agency reaches the point where it does not feel obligated to account to the public for its purpose and its program, it is over-institutionalized. The public school, he said, is at that point.

Many Other Agencies Participate in Education Service

Another factor that has operated against the promotion of the public school to its proper place in the social scene, is the fact that the school is not by any means the only social agency interested in education. Today there are literally scores of social, civic and fraternal agencies outside of the school which are taking a direct hand in educating the children, youth and adults of the nation. In other words, the function of the school is being "confiscated" by other institutions and agencies. For these reasons, education is not occupying the important place it deserves in our modern life. Whether it will or not in the future, depends upon the speed with which school people and others interested in public education awaken to this critical situation.

Staff Discusses Challenging Issues

Following Doctor Dearborn's address, an open conference was conducted in which the members of the staff participated in a discussion of some of the principal issues covered by Doctor Dearborn's challenging address.

EXECUTIVE OFFICE—Concluded

Allocations to Educational Institutions Under the State Authority Act

The General State Authority has approved the following allocations made to the State Teachers Colleges and State Institutions coming under supervision of the Department of Public Instruction:

Bloomsburg State Teachers College	$ 577,700
California State Teachers College	613,300
Cheyney Training School for Teachers	466,300
Clarion State Teachers College	397,500
East Stroudsburg State Teachers College	654,200
Edinboro State Teachers College	742,000
Indiana State Teachers College	736,700
Kutztown State Teachers College	605,790
Lock Haven State Teachers College	646,600
Mansfield State Teachers College	572,400
Millersville State Teachers College	668,600
Shippensburg State Teachers College	675,220
Slippery Rock State Teachers College	841,620
West Chester State Teachers College	779,100
Scotland—Pennsylvania Soldiers' Orphan School	742,500
Scranton — Pennsylvania State Oral School for the Deaf	424,000
Thaddeus Stevens Industrial School	159,000
Historical Commission	254,400
	$10,556,930

CHILD LABOR DAY

January 29, 30 or 31

Child Labor Day was instituted thirty-two years ago. It is an occasion on which a nation-wide drive is made each year to arouse public opinion against commercialized child labor.

The struggle for the abolition of child labor in the United States is far from ended. Ratification of the Child Labor Amendment was not completed during 1937, and thousands of underprivileged American children were left without immediate legal protection from the Federal government.

The number of boys and girls employed in factories and mills has decreased. But many still work on streets, in laundries, stores and hotels, in large-scale agricultural enterprises, and in industrial homework. Often they are completely unprotected against low wages, long hours, and unhealthful working conditions.

Observance of Child Labor Day this year may include child labor talks, plays and programs in churches, schools and clubs. Arrangements may be made to publish stories in local newspapers and on radio broadcasts. The material listed below can be obtained from the National Child Labor Committee, 419 Fourth Avenue, New York City:

Child Labor Day talk

Child Labor play for church groups

Lantern slides and accompanying lecture on child labor

Poster

Statement for use in local newspapers

NEW FACES ON DEPARTMENT STAFF

LANE C. ASH

Adviser, Division of Industrial Education

Lane C. Ash, of Ardmore, Delaware County, has been appointed to the position of Adviser in the Division of Industrial Education, of the Department of Public Instruction.

The elementary and secondary schools of Philadelphia provided Mr. Ash's public school preparation for his professional career. After graduating from the West Philadelphia Secondary School in 1923 in the Department of Mechanical Arts, he entered the University of Pennsylvania to pursue advanced studies in the field of education. He was granted the Bachelor of Science Degree from this institution in 1927, and the Master of Science Degree in 1935.

For ten years prior to 1932, Mr. Ash was associated with a large manufacturing plant as draftsman, assistant plant superintendent, and construction foreman. From 1932 to 1935, he was employed by the school district of Eddystone, in Delaware County, as an instructor in mechanical drawing and related activities. Prior to his coming to the Department of Public Instruction he was serving as an instructor in vocational education at the University of Pennsylvania.

As Adviser in Industrial Education in the Department of Public Instruction, Mr. Ash will assist in the organization of classes, approve courses of study, and formulate plans for industrial education in school districts throughout the Commonwealth. It will also be his duty to coordinate the work of the schools with that of various plants with respect to education of youth in the industrial arts. He will also participate in the research studies designed to improve educational methods and facilities for the preparation of young men and women to pursue trades and related arts.

JOSEPH F. McDONNELL, JR.

Chemist, Bureau of Professional Licensing

Joseph F. McDonnell, Jr., of Jenkintown, Pennsylvania, has been appointed Chemist in the Bureau of Professional Licensing, of the Department of Public Instruction. Mr. McDonnell is a graduate of the Philadelphia College of Pharmacy and Science. He received both the Bachelor of Science and Master of Science degrees from this institution upon his completion of studies in the field of chemistry. Before accepting the position in the Department of Public Instruction, he was employed in the laboratories of the Department of Agriculture.

In his new position, Mr. McDonnell will direct the operations of the laboratory of the State Board of Pharmacy. In this capacity it will be his duty to instruct investigators, supervise the analysis of drug samples, and prepare testimony and legal evidence as required in the prosecution of the pharmacy laws. He also acts as consulting specialist for the Pharmacy Board and sets up standards for medicinals. Another part of the new work comprises the preparation of certain bulletins dealing with pharmacy regulations for publications.

STATE COUNCIL APPROVES COLLEGE CURRICULUMS

The State Council of Education at a recent meeting approved new curriculums for seven Liberal Arts Colleges in Pennsylvania.

Applications by accredited colleges for approval of new curriculums for the education of teachers in certain specific fields were granted as follows:

Name of Institution	Location	Curriculum Approved
Temple University	Philadelphia	Art Education
Villanova College (Summer Session)	Villanova	Teacher-Librarian
Villanova College (Summer Session and Part Time)	Villanova	Elementary Education
Marywood College	Scranton	Vocational Home Economics
Albright College	Reading	Vocational Home Economics
Duquesne University	Pittsburgh	Elementary Education
Immaculata College	Immaculata	Vocational Home Economics
Mount Mercy College	Pittsburgh	Vocational Home Economics

At the same meeting the Council granted approval to Bucknell University to conduct graduate courses during the school year 1937-1938 which may be accepted by the Department of Public Instruction in discharge of the requirements for administrative and supervisory officers in the public schools.

Also Grants Powers to Prepare Administrative Officers for Public Schools Public Service Classes

The Council, as the State Board for Vocational Education, has authorized the establishment of a program of instruction for the education of public service workers, such as police officers, volunteer firemen, hotel service employes, and school board officials; such education to be carried on with the cooperation of the interested groups. The program was initiated in the hotel service field, and education will be provided in other fields in response to requests for such opportunities. Funds appropriated under the Federal George - Deen Act have made possible this phase of industrial education.

Administration and Finance

DR. CLARENCE E. ACKLEY
Director Bureau Administration and Finance

Progress in Pennsylvania Schools

Report Reveals Remarkable Advance in Growth of Public Education

The increasing interest in public education in Pennsylvania is evident from figures recently compiled showing forward developments with respect to enrolments, buildings, mergers of schools, secondary schools, and teachers. During the sixteen-year period from 1920-1936, developments in these phases of public education took place according to the following figures:

	1920	1936
School districts	2,590	2,582
One-teacher schools	10,422	5,857
Consolidated schools	115	881
School buildings	15,302	11,689
Elementary pupils	457,262	1,172,173
Secondary school pupils	135,239	555,358
Total enrolment	1,592,501	1,727,531
Secondary school graduates	15,172	75,000*

Another phase of the report indicates the number and type of secondary schools that developed during this sixteen-year period:

Non-classified	...	4
Two-year	288	58
Three-year	262	73
Four-year	404	521
Junior	...	197
Senior	...	56
Junior-senior	...	274
Rural vocational	28	57
Total	982	1,240

The number of teachers and supervisors engaged in the public schools of Pennsylvania from 1915-1936 is shown in the following table which also indicates their classification:

	1915	1936
Kindergarten	348	541
Elementary	37,354	37,166
Junior High	824	6,293
Senior High School	6,336	13,919
Continuation	...	...
Other teachers	...	641
Supervising officials	No Data	4,244
Total	44,862	62,804

*Estimated

An indication of the variety of professional service offered in the schools of the Commonwealth is seen in the following report of the number and different types of teachers engaged in the service:

	1920	1935
Teachers of art	199	1,016
Commercial subjects	315	1,859
Home economics	413	1,256
Industrial education	351	1,351
Health education	97	1,615
Music	213	1,421
Men teachers	7,207	15,987
Women teachers	37,655	46,817
County superintendents	66	66
District superintendents	134	176

New Trends in School Plant Development

New Buildings Planned to Serve Children's Interests and Capacities Homeroom Central Feature

DR. HUBERT C. EICHER
Chief, Division of School Plants

Evidence of our economic recovery is seen in the rising program of school plant construction throughout Pennsylvania. Having reached its lowest ebb about 1933, the school building program has been steadily rising since that time, and present circumstances indicate a continuation of this trend.

Causes of Increasing Plant Construction

The increase in school building development in the last four years may be attributed to a half dozen causes. The school population has increased the national income, collection of real estate taxes has improved, and the program of instruction for both elementary and secondary schools has been greatly enriched to meet new needs of contemporary living. In addition to these positive forces, it is obvious that hundreds of our present school plants are ageing to the extent that they require placement.

Two factors may operate to retard the rapid development of new school building programs; namely, the reduction of WPA grants before school districts are ready to undertake building projects by themselves, and the perceptible rise in the prices of building materials. These factors, however, may be offset by new appropriations to the several states under the George-Deen Vocational Law, and by the tendency on the part of states to assume a larger share of the cost of public education.

Definite Trends Evident

Regardless of the extent to which new school buildings are erected, there are certain trends which are apparent in almost every new project of this kind. The first of these, is an increase in the variety of educational activities provided for in the building program; the second, is substituting pupil activity for pupil—"listening" to routine recitations. The former trend is an outgrowth of the increasing complexity of social and technological growth outside the schools.

Represented in the educational program must be practically every important phase of community and social life. For this reason, new school plants are providing chemistry laboratories, music rooms, theaters, wood-working shops, studies, and home-making facilities. The public schools are capitalizing upon general interests wherever possible, and developing methods by which pupils may acquire essential attitudes, abilities and skills with the greatest efficiency.

Other notable trends in school building construction, are an emphasis on convenient homerooms, planning for group action, facilities for learning to do by doing, making the best use of available space, and adjusting the physical environment to the capacities and needs of the child.

Homeroom Vital

To satisfy the natural needs for a steady environment, school authorities are insisting that the homeroom of the child be the most attractive and comfortable in the school. Instead of having the pupils go from room to room for their several activities, the new education suggests that as many of the day's activities as possible be provided for in the pupil's own homeroom. Such arrangement will reduce the number of adjustments the child is required to make while at school. Energy for study is likewise conserved by this plan, which gives the homeroom first consideration in new buildings.

Since the child spends the greatest part of his school time in these quarters, the homeroom should reflect the interests of the children who live there. Accordingly, proper space, shelving and bulletin boards, should be provided for display of the children's clippings, pictures and announcements as well as for small animals, birds and insects which require tanks, jars and cages. Pots for plants are also indispensable in providing a natural environment for the homeroom.

Ample Space Essential for Activities

Another vital phase of modern school planning is the provision of ample space for group action. Pupils are assigned to individual seats only for brief periods during the day. The use of movable furniture not only for kindergarten, but for the higher elementary grades, with desks frequently detached from the seats, is characteristic of the new furnishings of the modern schoolroom. To accommodate some of the projects such as the school store, the school postoffice, and the like, space beyond the limits of the classroom is often required. Where partitions permit, the size of the room may be adjusted. In a few of the most recent school plants, it is possible to move the outer wall of some of the classrooms in order to permit the children to take advantage of outdoor space for their group activities.

Storage Required for Materials

The wider and more enriched the program of activities, the more equipment and materials will be needed, is the principle on which new buildings are planned. These materials require cupboard space for the storage of equipment when not in use.

(Continued on Page 12, Column 3)

ADMINISTRATION AND FINANCE—Continued

FIFTY-THREE SCHOOL MERGERS APPROVED

Fifty-three schools were merged during the past year. These were approved by the State Council of Education on the basis of organization. Following is a summary by counties of new consolidated schools approved for the school year 1936-37:

Allegheny County
- Franklin Township
- O'Hara Township
- Pine Township
- Scott Township

Armstrong County
- Washington Township

Beaver County
- Economy Township

Berks County
- Muhlenberg Township (2 schools)

Cameron County
- Grove Township

Chester County
- Valley Township

Clarion County
- Clarion-Limestone Township Jt.

Dauphin County
- Upper Paxton Township

Fayette County
- Redstone Township (2 schools)

Franklin County
- Warren Township

Greene County
- Jefferson Township
- Morgan Township

Huntingdon County
- Shirley Township

Lackawanna County
- Covington Township

Lancaster County
- Manor Township (2 schools)
- Warwick Township
- West Earl Township

Lawrence County
- Neshannock Township

Lebanon County
- S. Londonderry Township (2 schools)

Blair County
- Logan Township
- Taylor Township

Bucks County
- Doylestown

Cambria County
- Conemaugh Township
- Croyle Township
- E. Taylor Township
- Munster Township

Luzerne County
- Lehman Township

Lycoming County
- Plunketts Creek Township

Mifflin County
- McVeytown-Oliver Jt.
- Wayne Township (2 schools)

Northampton County
- Forks Township

Northumberland County
- Jackson Township

Pike County
- Dingman Township

Somerset County
- Paint Township
- Quemahoning Township

(Continued on Page 11, Column 3)

STATE SCHOOL BOARD SECRETARIES' CONVENTION

Education Building—Harrisburg

PROGRAM

February 1

9:00 A. M.

Invocation
Report of the President.....H. W. Hoover, *Polk*

Round Table Discussions:
- Group 1—Secretaries and business managers from first and second class districts.....H. W. Cramblet, *Pittsburgh*
- Group 2—Secretaries and business managers from third class districts.....*Louis A. Smith, Chairman, Aliquippa*
- Group 3—Secretaries of fourth class districts. Paul Z. Kistler, *Chairman, West York*

1:30 P. M.

Reports
Address .....Dr. John Guy Fowlkes, *University of Wisconsin*

Report of Nominating Committee
Election of Officers
Report of Committees
Report of Chairman of Round Table Discussions
Address .....Dr. Lester K. Ade, *Superintendent of Public Instruction*

STATE SCHOOL DIRECTORS' CONVENTION

February 2

9:30 A. M.

Convention Called to Order by.....Herbert J. Stockton, *President*

Invocation
Group Singing
Announcement of Committees
"Should We Make Further Adjustments in the Subjects Taught in Our Public Schools and Colleges?.....Hon. Buell Snyder, *Congressman 24th Legislative District*
"Sane Principles of Tenure".....Prof. R. D. Baldwin, *College of Education, West Virginia*
Address .....Hon. Thomas A. Logue, *Secretary of Internal Affairs*

1:30 P. M.

"New Legislation—Its Meaning and Its Challenges".....Dr. Lester K. Ade, *Superintendent of Public Instruction*
"Our President's Message".....Mr. Herbert J. Stockton, *Johnstown, Pa.*
Capella Choir .....*Johnstown, Pa.*
"Local School Systems—Their Size, Efficiency, Economy and Adequacy" .....Dr. Norman Frost, *Prof. Rural Education, George Peabody College, Nashville, Tennessee*
"Some Functions and Responsibilities of a Board of Education"..Dr. Clyde B. Moore, *President, New York State School Boards Association*
Sectional Meetings of Second, Third and Fourth Class Districts for the Discussion of Common Problems
Banquet .....Ballroom — Penn-Harris Hotel
"The Challenge of the Democratic Way of Living".....Dr. Arthur K. Bestor, *Pres. League of Political Education*

February 3

9:00 A. M.

"The Athletic Program in Pennsylvania".....Dr. Isaac Miles Wright, *Member of Faculty of Muhlenberg College*
Report of Executive Secretary.....Preston O. Van Ness
Question Box.....Dr. Clarence E. Ackley, *Department of Public Instruction*
Business Session of the Association.....Mr. Herbert J. Stockton
Adjournment

2:00 P. M.

Meeting of Members of New Boards as provided for in Act 157—Forum of the Educational Building
Chairman, Chester H. Gross, *Manchester*, First Vice-President of Association
Address .....Dr. Clarence Ackley
Discussion and questions
Note: All County Superintendents are invited to this meeting.

ADMINISTRATION AND FINANCE—Concluded

"What Does Research Say"?

New Bulletin of Michigan Department of Public Instruction Throws Light on Vital Questions in Elementary Education

DR. CARL D. MORNEWECK
Adviser, Division of Child Accounting and Research

A new bulletin of approximately 150 pages entitled "What Does Research Say"? has been issued by the Department of Public Instruction of Michigan and presents the conclusions of research studies on many vital aspects of elementary education.

Research and Progress

Education, like other professions, progresses on the basis of substantial scientific foundation. "What Does Research Say"? undertakes to throw light on many educational questions to which research and experimental practice have found the answers or partial answers. It is a venture in applied research. It attempts to give practical answers to practical questions. The best way to do this, in the present status of educational research, appears to consist of asking some competent person to give the best answers research is able to give, even though, in the present state of knowledge, the answers may not be conclusive. The critical problems of the teacher and the definite knowledge of the research worker do not always overlap. The careful reader of this volume will occasionally find the personal equation present, though unsubstantiated opinion, when it appears at all, usually carries a frank note of warning.

A Pioneering Venture

In many ways, "What Does Research Say"? is a pioneering venture. It is designed to improve teaching by the method of placing in the hands of teachers many of the scientific instruments that have been forged on the anvil of research. In attempting to find a common denominator for research and teaching, it undertakes to do something which many thoughtful students of education regard as extraordinarily difficult; but if the book has shortcomings—and as a pioneer enterprise it probably has a great many—they should not rob it of its basic value.

Some 200 important questions pertinent to the work of the elementary schools are raised and answered in the publication. Included in the series of these problems are such questions as the following:

CHILD DEVELOPMENT

- Do boys and girls develop at the same rate?
- Does a child's intelligence quotient predict how well he will do in a subject such as reading?
- Is there a best time to teach certain things?

INDIVIDUAL DIFFERENCES

- Are individual differences increased or decreased by education?
- Can an unusually poor environment lower the intelligence of a child of good mentality?
- What is the difference in the learning of bright and dull children?

MATERIALS OF INSTRUCTION

- Are workbooks effective as instructional aids?
- Are excursions or field trips of value in elementary schools?
- What principles should guide the teacher in her use of visual aids?
- Is it advisable to teach children how to study?

RECORDS AND REPORTS

- Are achievement and mental test records for individual pupils of value to teachers?
- What types of reports are schools making to parents?
- Should grade and age scores on achievement tests be placed upon report cards?

ARITHMETIC

- Do children in the primary grades have any need for arithmetic?
- In adding, shall one add up or down?
- Shall long division be taught before short division?

EXPRESSION

- Are the errors the same in oral and written expression?
- Should errors in oral expression be corrected at the time they are made?
- Should exercises in creative English be included as a part of the course of study in language?

THE ARTS

- Do intelligence tests predict talent in music?
- Are there many children with no musical aptitude?
- Is it desirable to group children in music classes?
- In what subjects of art are children most interested?
- Are motion pictures helpful in the teaching of art?
- Is the chief purpose of industrial arts to cultivate vocational interest and possibilities?
- Is the development of mechanical ability dependent on chonological age?
- Should home economics be taught in the elementary school?
- Are double periods necessary in home economics classes?

HEALTH EDUCATION

- What is the relationship between the health status of children and their progress in school?
- What basic health knowledge should teachers have?
- How can one evaluate a school health program?

READING AND LITERATURE

- At what age should reading instruction begin?
- Should phonics be taught?
- What is the proper balance between oral and silent reading?
- In beginning reading, should teachers use manuscript writing?
- Can comprehension in reading be improved?
- How frequently do reading disabilities occur?

SOCIAL STUDIES

- Do major social trends have implications for the teaching of the social studies in the elementary school?
- What should be the objectives of the social studies in the development of efficient citizens?
- What areas of the social studies seem to merit increased consideration?
- Should controversial issues be treated in the social studies?
- Should current affairs be included in the program of social studies in the elementary school?

EDUCATION FOR CHARACTER

- Can good "character" be defined as conformity to the mores of society?
- What does research say about "character traits?"
- What should be the basis for curriculum planning for character-outcomes?

ACTIVITY PROGRAM

- Is the activity program limited to handwork of pupils?
- Should memorization and drill be abandoned from the classroom in an activity program?
- Can the individual differences of pupils be cared for by an activity program?
- How should an activity be introduced?

NEW GIFTS ADDED TO COLLECTIONS

Within the past month many valuable relics and specimens have been added to the large collections of the State Museum. These were donated by several generous friends of education.

Following is a report of the objects received:

Article	Description	Donor	Address
Fresh water jelly fish	20 Specimens	M. J. Kelly	Scranton
Large button hook	Made from a spike taken from the ashes of the old Capitol Building	Mrs. Edna Orth Day	San Francisco, California
Large bolt	Made from Admiral Perry's Ship	Fish and Game Commission	
Gas alarm rattle		W. H. Robinson	Pittsburgh
Gas mask	A very early type	W. H. Robinson	Pittsburgh
Two gas masks	Of later design	W. H. Robinson	Pittsburgh
One sulky	High-wheeled, racing	L. R. Edinger	Stroudsburg
One eagle	Bald	George H. Wrightstone	Camp Hill

INSTRUCTION

DR. PAUL L. CRESSMAN
Director Bureau of Instruction

Apprenticeship in the Service Occupations

Unusual Educational Interest and Activity Alive in Many Practical Vocational Fields

DR. WALTER B. JONES
Chief, Division of Industrial Education

Recent legislation has made it possible to consider some form of pre-employment or in-service education for a large segment of service workers heretofore untouched by previous special State and Federal subsidies. It is customary to classify the work of the world into three groups: production, distribution of goods and services, and consumption of goods and services.

Major Fields Defined

In the present definition of the service occupations are included transportation and communication, trade, public service, professional service, and domestic and personal service. The apprenticeship possibilities in these fields differ according to traditions which have accompanied the growth of the several fields. In the rapidly expanding fields of trade, and domestic and personal service where the need for workers is felt the keenest, attempts have been made on a number of fronts to increase the quality of the learning process.

George-Deen Aid Spurs Programs

George-Deen Act allotments, totaling $14,485,000, have been certified by the United States Office of Education, Department of the Interior, and are available to all states under provisions of the Act signed June 8, 1936, which went into effect July 1, 1937, for the "further development of vocational education." The allotments for the fiscal year 1937-38, provide for the usual Smith-Hughes features of other years, and add provision for instructional aid in the distributive occupations. The classifications and total amounts allocated for each follows: Agriculture, $4,067,200; Trade and Industry, $4,058,975; Homemaking, $4,048,-825; Distributive Occupations, $1,254,000; Teacher Education, $1,054,000. Each state and territory is authorized by law to receive its allocation when provisions of the George-Deen Act are complied with in every respect. The designation for the new distributive occupations feature is "for the salaries and necessary travel expenses of teachers, supervisors and directors of, and maintenance of teacher education in distributive occupational subjects."

The following paragraphs deal with the probable trends which education for these occupations will take in Pennsylvania under the stimulus of additional special subsidies.

Transportation and Commerce

Pennsylvania has for many years maintained the Schoolship Annapolis at Philadelphia for the preparation of officers and deck hands for the merchant marine. Recruits are admitted by examination and educated in-service under competent supervision. The United States Navy Yard has for over one hundred years conducted an apprentice program for shipbuilding occupations. During the last decade in cooperation with Philadelphia public schools, technical instruction for these apprentices has been successfully developed. The possibilities for educating new recruits for river traffic are yet to be explored.

Highway, street and railroad transportation offer excellent opportunities for apprentice education. As in the case of express, post, radio, telephone and telegraph services, the more nearly the service approaches a monopoly the less desirable preparation from public funds becomes. The 1930 census lists over 6,000 apprentices in transportation and commerce, chiefly in railroad transportation, where some of the finest examples of apprentice education may be found. It is likely that as in the past, education for these occupations will be conducted largely under private auspices.

Trade

It is in the field of trade where customer contact is the chief *modus operandi* that the subsidy for distributive occupations will be applied. Preparation for apprentices in wholesale and retail trade, clerks in stores, floor walkers, foremen, overseers, proprietors, managers, officials, retail dealers, salesmen, saleswomen, delivery men, and real estate agents will be favored over wholesale dealers, importers and exporters, advertising agents, commercial travelers, insurance agents, decorators, drapers, window dressers, and undertakers.

Education for distributive occupations will be wholly for employed persons and given on a part-time basis either in day or evening. Slack season instruction is quite apropos here. A national figure in store management education will likely be employed to direct distributive education in Pennsylvania and set the pattern for future development.

Public Service

During the last three years, firemen in voluntary fire departments have been educated in leadership preparation courses. This activity has proved popular and will be continued and expanded under a State school organization. A plan for a state-wide system of municipal police education is being formulated, and as in the case of fireman education and other public service occupations, will be carried on under State or regional school auspices.

A science of criminal detection is yet to be developed. Sheriffs, detectives, officials and inspectors in city and county offices may have in-service education provided on request. The State school for public service

(Continued on Page 18, Column 3)

Safeguarding Health of Pupils a Prime Concern of State

Special Services Provided by Department to Prevent Diseases and Physical Hazards

DR. FRANK P. MAGUIRE
Chief, Division of Health Education

Keenly appreciating the importance of healthy bodies and minds in the educational growth of children, the Department of Public Instruction has developed a program comprising a half-dozen special services for the safeguarding of children against diseases and other dangers common in their environment.

Special Supervisors

The hundreds of school nurses in the public school system of the Commonwealth annually cooperate with local parent-teacher associations and other agencies in conducting the summer round-up. This constitutes an important step in fitting beginners for the educational activities of the school program. Plans are also afoot to make available in the counties of the Commonwealth, supervisors of special education, who will be available throughout the State to assist in the development of programs of learning especially adapted to handicapped children. Without this extra supervision, exceptional children are liable to suffer disadvantages in their educational opportunities.

Many Services

Other services designed to give the children a chance to get a better education and to assure them of a sound mind in a sound body, consist of systematic attention to deaf and hard-of-hearing children, a scientific study of the nutrition of children, provision for adequate health rooms in new school buildings, and a careful pre-examination of students who participate in sports in the public schools.

Care for Handicapped Pupils

Children under six years of age who are totally deaf, or whose hearing is impaired, will be reported by the parent, nurse or physician to the State authorities who will call the attention of the County Medical Director to these cases. He in turn will see to it that such children are given proper care and treatment at the hands of a local physician. Good hearing is a primary essential in education, and where this capacity is lacking in any degree, special attention is necessary for the educational progress of the child.

Health Service Room

The Department of Public Instruction has taken steps to assure a more careful health examination of children by providing that new school buildings, or old buildings that are being remodeled, include in their plans a convenient health room of suitable size and location to accommodate the various health services that have become a part of public education. These rooms, approx-

(Continued on Page 18, Column 3)

INSTRUCTION—Continued

Vocational Education Reveals Growth

Eighty-four School Districts Add New Departments During 1936-1937

DR. PAUL L. CRESSMAN
Director, Bureau of Instruction

Eighty-four school districts in Pennsylvania have added vocational education departments during the past year. Of these, twenty-six were agriculture, twenty-five, home economics, and thirty-three, industrial. The rapidly growing number of schools offering vocational educational opportunities, is an indication of the present trend to adapt the public school program to meet the present practical needs of youth.

Districts	*Department*
Allegheny County	
Plum Township	Industrial
North Fayette Township	Home Economics
Armstrong County	
Kittanning Borough	Industrial
Bedford County	
Broad Top Township	Home Economics
New Enterprise Boro	Agriculture
Berks County	
Spring Township	Agriculture
Blair County	
Antis Township	Agriculture Home Economics
Bradford County	
Smithfield Township	Agriculture Economics
Butler County	
Karns City	Industrial
Cambria County	
Adams Township	Agriculture, Industrial
Ebensburg-Cambria	Agriculture, Home Economics
Portage Borough	Home Economics
Spangler Borough	Industrial
Carbon County	
Weatherly Borough	Industrial
Cumberland County	
Newville Borough	Home Economics
Delaware County	
Upper Chichester Township	Home Economics
Forest County	
Tionesta-Hickory	Agriculture
Fulton County	
McConnellsburg Borough	Agriculture
Warfordsburg Borough	Agriculture
Greene County	
Morgan Township	Industrial
Huntingdon County	
Alexandria-Porter	Home Economics
Wood Township	Home Economics
Indiana County	
Centre Township	Industrial
East Wheatfield-Armagh	Industrial
Homer City	Industrial
Montgomery Township	Industrial
Juniata County	
Mifflintown Borough	Agriculture, Home Economics
Lackawanna County	
Abington Ind. (Waverly)	Home Economics
Lackawanna Township	Industrial
Throop Borough	Industrial
Dalton Borough	Home Economics
Lancaster County	
East Donegal Township	Agriculture
Quarryville Borough	Agriculture
Lebanon County	
Bethel Township	Agriculture
Lycoming County	
Montgomery Borough	Agriculture
Muncy Borough	Agriculture
Hughesville Borough	Home Economics
Muncy-Muncy Creek	Home Economics
Luzerne County	
Ashley Borough	Industrial
Exeter Borough	Industrial
Hazleton City	Industrial
Luzerne Borough	Industrial
Pringle Borough	Industrial
Wyoming Borough	Industrial
Mercer County	
Stoneboro Borough	Agriculture
Monroe County	
Barrett Township	Home Economics
Montgomery County	
Ambler Borough	Industrial
Springfield Township	Industrial
Northampton County	
Wilson Borough	Industrial
Northumberland County	
Dalmatia-Herndon	Agriculture, Home Economics
East and West Chillisquaque	Home Economics
Potter County	
Shinglehouse Borough	Agriculture, Home Economics
Schuylkill County	
Tamaqua Borough	Industrial
Snyder County	
Selinsgrove Borough	Agriculture, Home Economics
Somerset County	
Boswell Borough	Agriculture
Stoyestown Borough	Industrial
Sullivan County	
Cherry Township	Home Economics
Dushore-Davidson	Home Economics, Agriculture
Tioga County	
Knoxville-Chatham	Agriculture
Hamilton Township (Morris Run)	Home Economics
Lawrenceville-Jackson	Agriculture
Tioga-Mansfield	Agriculture
Warren County	
Warren Borough	Industrial
Westmoreland County	
Derry Township	Industrial
Latrobe Borough	Agriculture, Industrial
Ligonier Borough	Agriculture
Mt. Pleasant Township	Agriculture
South Greensburg	Industrial
Vandergrift Borough	Industrial
Wyoming County	
Nicholson Borough	Industrial

Appraising the Elementary School Program

DR. CECILIA U. STUART
Chief, Division of Elementary Education

The Sixteenth Yearbook of the Department of Elementary School Principals makes a unique contribution to the field of public education. Other yearbooks have described specific school activities, administrative and supervisory policies, curriculum practices, and methods of teaching. This book deals with the appraisal of these elements in the school program. Every modern elementary school seeks constant appraisal of its policies and activities.

Criteria for Appraisal

The word "appraisal" as used in reference to the Yearbook, means the careful and continuous effort of school administrators and teachers to judge the quality of their own school programs. This 1937 publication describes specific technics and criteria which have been used or proposed for evaluating various phases of the program in individual schools. It also discusses the uses and abuses of achievement tests and other instruments of appraisal.

For the principal and teacher who tries to evaluate his work this Yearbook will suggest helpful points of view, useful methods of approach, and dangers to be avoided in appraising the work of the school. Although the Yearbook's chief emphasis is on the principles and technics of appraisal, the results of particular studies are given by many contributors.

Collaborators

The book has been compiled and edited during the past year by the Department's Editorial Committee, with the help of Dr. Richard R. Foster of the Research Division of the National Education Association, and his assistants. It consists of about 456 pages bound with a heavy paper cover, and may be purchased from the Department of Elementary School Principals, 1201 Sixteenth Street, Washington, D. C. This book will be of greatest value if placed in the hands of teachers as well as principals and professional counselors. It may well be used as a basis for a series of faculty meetings, for educational conferences, and subsequently as a handbook in planning and conducting the appraisal of the elementary school program.

SURVEY INDUSTRIAL EDUCATION NEEDS

GRANT CONNOR
Adviser, Division of Industrial Education

The Staff of the Division of Industrial Education in the Department of Public Instruction, has been devoting considerable time to the conducting of surveys in certain communities of the Commonwealth. These surveys are made in order to determine the types of occupations and the skills involved, for which the public schools should be held responsible. The survey also provides an opportunity for bringing together industrial leaders and school administrators for the discussion of vocational opportunities in the community and the development of cooperative plans by the school and industry.

INSTRUCTION—Concluded

Materials of Instruction

Some Curricula in Current Use in States and Districts

ALAN O. DECH
Adviser, Curriculum Construction

In previous issues of the Pennsylvania Public Education Bulletin the following lists of representative curricula have been presented: A. General; B. Agriculture; C. Art; D. Commercial Activities; E. English; and F. Guidance.

The following curricula in the field of Health and Physical Education are representative of many now offered in various cities and states of America:

G. HEALTH AND PHYSICAL EDUCATION

Place	Title	Grade	Date
ELEMENTARY:			
Aberdeen, S. D.	Health Course of Study for Elementary Grades	1- 6	1936
Arizona State	Course of Study for Elementary Schools	1- 8	1935
Galion, Ohio	Course of Study in Health	1- 6	1935
Kalamazoo, Mich.	Tentative Course of Study in Physical Education	K- 6	1932
Lakewood, Ohio	Physical Education, A Tentative Course of Study for Elementary Schools	K- 6	1933
Lima, Ohio	Program of Physical Education	1- 2	1936
Los Angeles, Calif.	Teaching Guide for Physical Education	1- 2	1935
Pennsylvania State	Course of Study in Health Instruction and Physical Education	1- 6	1934
JUNIOR HIGH SCHOOL:			
Arizona State	Course of Study for Elementary Schools	1- 8	1935
Indianapolis, Ind.	Course of Study in Physical Education	7- 9	1936
Kalamazoo, Mich.	Tentative Course of Study in Physical Education	....	1932
Lakewood, Ohio	A Tentative Course of Study for Junior High School Boys	7- 9	1932
Lakewood, Ohio	A Tentative Course of Study for Junior High School Girls	7- 9	1932
Long Beach, Calif.	Physical Education Course of Study for Junior High School Boys	7- 9	1935
Louisville, Ky.	Course of Study in Physical Education Junior High School Boys	7- 9	1936
Louisville, Ky.	Course of Study in Physical Education Junior High School Girls	7- 9	1936
Pennsylvania State	Course of Study in Health Instruction and Physical Education	7- 8	1934
New York University	Physical Education Syllabus, Book IV	7-12	1935
SENIOR HIGH SCHOOL:			
Long Beach, Calif.	Physical Education. Course of Study for Senior High School Boys	9-12	1936
Louisville, Ky.	Course of Study in Physical Education Senior High School Boys	9-12	1936
Louisville, Ky.	Course of Study in Physical Education Senior High School Girls	9-12	1936
Rochester, N. Y.	Tentative Course of Study in Physical Education—Boys	9-12	1930
Rochester, N. Y.	Tentative Course of Study in Physical Education—Girls	9-12	1930
Springfield, Mass.	Physical Education—A Course of Study for Junior and Senior High School Girls	7-12	1929

Audiometers Aid to Special Education

DR. FRANK P. MAGUIRE *Chief, Division of Health Education*

In keeping with recent legislation requiring the use of the audiometer, an instrument used to determine the hearing ability of school children, the Division of Health Education in the Department of Public Instruction has been demonstrating its use to groups of school nurses and administrators in numerous communities throughout the State. It is anticipated that the use of this instrument will facilitate to a marked degree the ability of school administrators to select pupils for special classes who are handicapped because of poor hearing.

Recent legislation has also provided that beginning with the school term of 1939 certified psychological examiners and public school psychologists shall give mental examinations to school children. Until this law becomes affective, the Division of Special Education in the Department of Public Instruction has prepared recommendations for the general procedure for giving such mental examinations. It is felt that it is extremely important that each child's mental capacity, as well as his emotionality and physical condition, be ascertained as early as possible in his school life. Also in keeping with new legislation, the State Council of Education has recently approved certain mental clinics which have the facilities to give such mental examinations. A list of these approved clinics was published in the December issue of *Public Education.*

More Education Demanded of Candidates For Business Careers

Closer Cooperation Urged Between Schools and Commercial Firms

OLIVER S. HECKMAN
Adviser, Division of Secondary Education

Business is demanding more mature and more efficient workers. Maturity is an important factor in preparing for and holding many commercial jobs. It is quite impossible for the average individual to secure, during the secondary school course, all the education that is necessary for most jobs. A beginning can be made, but only through education and re-education can we expect to prepare young people and adults for promotion opportunities and changing business conditions.

Never before have the public schools had a greater need of understanding our business institutions, their functions and their influences, on our social structure. We are today faced with the fact that young workers in many fields are unable to find jobs. We are further faced with the problem that the present commercial program in the secondary schools is not geared to meet varied demands of modern business. An example of this is the lack of emphasis on general clerical preparation and salesmanship, when a majority of jobs for young people are to be found in these fields.

Another trend seems evident. There is a need for general business education both for pupils who will pursue commercial occupations, and for those who will seek their livelihood in other fields. The introduction of a social-business curriculum and emphasis upon school activities which build general business intelligence, will assist in meeting this need.

A review of the occupational openings is necessary to the end that commercial programs may be adapted to meet the needs, interests and capacities of the youth and adults who are to be served. Closer cooperation between business and education is essential. Administrators and teachers who would serve their communities well, must have a knowledge of the demands of business and the standards which are required by business.

To this end, cooperative committees, close contact with personal associations, periodic contact with managers of business enterprises, and a careful follow-up of both graduates and drop-outs, is highly desirable and necessary if the school program is to be adapted to serve the purposes for which it has been established.

Fifty-three School Mergers Approved

(Continued from Page 7, Column 1)

Sullivan County
Cherry Township
Tioga County
Union Township
Warren County
Pleasant Township
Washington County
Carroll Township
Westmoreland County
N. Huntingdon Township
Mt. Pleasant Township (4 schools)

PROFESSIONAL LICENSING

DR. JAMES A. NEWPHER
Director Bureau of Professional Licensing

Schedule of Examinations of the Bureau of Professional Licensing

EXAMINING BOARD	DATE*	PLACE
JANUARY		
Beauty Culture	17	Philadelphia, Erie, Wilkes-Barre, Pittsburgh, Harrisburg
Medical	4, 5, 6, 7, 8	Philadelphia
Optometrists	17, 18, 19	Philadelphia
Pharmacy	12, 13, 14	Philadelphia, Pittsburgh
Real Estate	8	Philadelphia, Pittsburgh, Erie, Wilkes-Barre, Harrisburg
Veterinarians	13, 14	Philadelphia
MARCH		
Barbers	1	Philadelphia, Erie, Scranton, Pittsburgh, Harrisburg
Nurses	18, 19	Philadelphia, Pittsburgh, Wilkes-Barre, Harrisburg
APRIL		
Beauty Culture	18	Philadelphia, Erie, Wilkes-Barre, Pittsburgh, Harrisburg
Pharmacy	6, 7, 8	Philadelphia, Pittsburgh
Real Estate	9	Philadelphia, Erie, Wilkes-Barre, Pittsburg, Harrisburg
JUNE		
Architects	21, 22, 23, 24	Philadelphia, Pittsburgh
Barbers	7	Philadelphia, Erie, Scranton, Pittsburgh, Harrisburg
Credentials	1, 2, 3	Every County Seat
Dental and D. Hygienist	14, 15, 16, 17, 18	Philadelphia, Pittsburgh
Nurses	27, 28	Philadelphia, Erie, Pittsburgh, Harrisburg
Optometrists	13, 14, 15, 16	Philadelphia
Osteopaths	6, 7, 8	Undetermined
Pharmacy	8, 9, 10	Philadelphia, Pittsburgh
Veterinarians	20, 21, 22	Philadelphia
JULY		
Beauty Culture	18	Pittsburgh, Philadelphia, Wilkes-Barre, Erie, Harrisburg
Medical	5, 6, 7, 8, 9	Philadelphia, Pittsburgh
Real Estate	9	Philadelphia, Pittsburgh, Wilkes-Barre, Erie, Harrisburg
AUGUST		
Credentials	10, 11, 12	Philadelphia, Pittsburgh, Scranton, Harrisburg and 13 States Teachers Colleges
SEPTEMBER		
Barbers	6	Philadelphia, Pittsburgh, Scranton, Harrisburg, Erie
OCTOBER		
Beauty Culture	17	Philadelphia, Pittsburgh, Wilkes-Barre, Harburg, Erie
Pharmacy	5, 6, 7	Philadelphia, Pittsburgh
Real Estate	8	Philadelphia, Pittsburgh, Erie, Wilkes-Barre, Harrisburg
NOVEMBER		
Accountants	2, 3, 4	Philadelphia, Pittsburgh
Nurses	24, 25	Philadelphia, Pittsburgh, Harrisburg, Wilkes-Barre
DECEMBER		
Architects	27, 28, 29, 30	Philadelphia, Pittsburgh
Barbers	6	Philadelphia, Pittsburgh, Erie, Scranton, Harrisburg
Dental and D. Hygiene	6, 7, 8, 9, 10	Philadelphia, Pittsburgh

*Dates for Beauty Culture, Optometry, Real Estate, Barbers, and Credentials are definite; others are tentative dates.

New Trends in School Plant Development

(Continued from Page 6, Column 3)

Blocks, large paper, paints, pans, linoleum, and tools usually require more space than is available in the pupils' desks. Moreover, since the desks are usually of the movable type, they should not be laden with excessive materials. It is not always advisable to build cupboard space in the inner walls for they are subject to change to meet new conditions of instruction. For this reason wardrobes for pupils' clothing are frequently located in the halls outside the classroom. While pupils in the lower grades may enjoy common storage room for their properties, those in the higher grades strongly prefer individual storage space for their belongings. A washstand is usually provided in the modern classroom for the use of pupils who engage in keeping plants and animals, painting various articles, pasting clippings, and performing experiments.

Adaptable Partitions

The numerous activities that are carried on in the modern schoolroom, may give the impression of confusion at first sight. Alert architects and school authorities, however, are finding ways and means of arranging for the succession of diverse activities in the one room by providing furniture adaptable to new situations, constructing alcoves in the school plant by which activities may be separated, and by erecting movable partitions in the schools. The observer soon discovers that children are less concerned than adults about tidiness, orderliness and quietitude. Their need is for space rather than for the refinements of interior furnishings. They are in the stage when their large muscles are developing, and for that reason require free motion more than any other factor.

Summary

A general observation of trends in school building developments reveals a concentration on the needs and interests of children. Through the homeroom, the pupils enjoy a continuity of experiences. They surround them throughout the day with articles and living creatures which have a strong appeal to their minds and hearts. Likewise, they display in their homerooms the productions of their own hands.

Flexibility of furnishings makes it possible for a wide diversity of activities, and for the larger movements in which they engage. Through the construction of alcoves and partitions, provision is being made so that quiet study may go on at the same time that lively activity is in progress. Ample storage space is provided to accommodate the various equipment necessary for the creation of objects which are the outcome of their desires, imagination and needs.

PROFESSIONAL LICENSING—Concluded

Test Results Reveal Advantages of Larger Schools

Size of Enrolment a Telling Factor in Achievement of Seniors in Annual State Scholarship Examination

DR. W. RAY SMITH
Chief, Division of Personnel Examinations

The results of the Annual State Scholarship Examination for seniors in the secondary schools of Pennsylvania clearly indicate positive educational advantages of students who are enrolled in the larger schools. This fact is of especial interest and significance in view of the present widespread activity relating to the program of merging school districts as provided for in Act 157 of the recent General Assembly. This study brings to light certain data which might in some way contribute to a better understanding of what might be a more desirable attendance unit for a secondary school.

Some Conditions of the Study

The study deals exclusively with the scores of pupils who took the State Scholarship Examination in May, 1937. There is no definite proof that these were necessarily the most promising pupils in the school because these examinations are taken voluntarily and it is entirely possible for superior pupils to be omitted from this group. The study makes little pretense at comparing accomplishment of pupils who attended four-year secondary schools, six-year junior-senior high schools, or three-year senior high schools. The scores of seniors in secondary schools with enrollments below 250 have been compared with scores of students of schools with enrolments of 250 or above. The scores of all pupils from private and parochial secondary schools were eliminated. Pupils in vocational schools or schools with modified organizations different than the 8-4, the 6-6, or the 6-3-3 organization, were also excluded from this investigation. The proportion of pupils from the small secondary schools who took the examinations was not as great as those from secondary schools with enrolments of 250 or above; therefore, there was no weighting the number of pupils in proportion to the number of schools.

Analysis of Examinees and of Schools Which They Attended

This study is based on the test scores of 2,751 pupils from public secondary schools of the four-year type, the junior-senior type, and the three-year senior type. In the 8-4 type of organization, 31.5 per cent of the pupils were in secondary schools enroling less than 250 pupils, and 68.5 per cent in schools enroling 250 or more pupils. Exactly 61.8 per cent of the four-year secondary schools had enrolments below 250 during the school year 1935-36, showing that the proportion of pupils from the small four-year secondary school is not nearly in proportion to the number of schools of that type compared to those with enrolments of 250 or above. A similar condition prevails as far as the six-year junior-senior high school is concerned.

Significance of the Difference in Mean Scores

Inspection of the scores made by pupils in small secondary schools as compared with those in schools with enrolments of 250 or more pupils, reveals the tendency for better showings by pupils from the latter group in all divisions of the examination.

The Mental Test

The difference between the means in all three types of secondary schools range from 3.61 amongst the senior high school pupils to 6.46 in four-year schools, the most pronounced difference in any type of organization. When all types of schools are combined, the difference mounts to 6.76. It is further evident that the variability amongst the pupils in the larger type of schools was not as great, the standard deviation being 15.28 in the larger type of secondary schools, and 17.84 in the smaller type. The difference in every case was significant so that it can be said with certainty that the mental ability of the pupils from the secondary schools with enrolments over 250 was higher on the average than that from the smaller groups of schools. It is evident that as far as mental test scores are concerned, the groups are of unequal ability, and this of course must be borne in mind in any further comparisons.

The English Test

The difference between the scores in the English test was in every case in favor of the pupils from the larger secondary schools just as was found in the mental test. The differences were approximately the same whether comparison was made of pupils from four-year secondary schools, junior-senior secondary schools or senior secondary schools, the difference ranging from 7.83 to 7.93, and with all schools combined, it resulted in a difference of 8.03. The group did not manifest as much variability in the English test as in the mental test. A word of warning must be mentioned here again in making deductions concerning senior secondary school pupils, because only fourteen pupils from senior secondary schools with enrolments below 250 took the State Scholarship Examination.

The History Test

The same tendency is observed in the results of the history test, the difference being the smallest in four-year secondary schools, namely, 3.78, 4.64 in junior-senior high schools, 7.79 in senior secondary schools, and 5.84 where the pupils were combined regardless of the type of school organization. The variability in the social studies part of the test, however, was somewhat different from other divisions of the test. The standard deviation in the four-year schools of the small type was 12.52, or 1.8 greater than in the larger type of school where it was 10.72. In the junior-senior high school classification, the scatter was less pronounced, namely, 11.44 and 9.64, again 1.80 greater in the schools enroling less than 250 pupils. When the standard deviation is determined regardless of type of organization, that for the 622 pupils in the secondary schools with less than 250 pupils is 8.80, whereas the standard deviation for the 2,129 pupils from the large secondary schools is 4.48, practically one-half as great in comparison with the pupils from the smaller type school. The differences as usual in favor of the larger type secondary school were significant.

Summary of Findings

1. The findings in this study are based on test scores of 2,751 pupils from public secondary schools in Pennsylvania of the four-year type, the junior-senior type, and the three-year senior type. Of this number 622, or 22.6 per cent attended schools with enrolments below 250, and 2,129, or 77.4 per cent attended schools enroling a larger number of pupils.

2. The mean scores for pupils in small secondary school enroling less than 250 pupils was lower than that in secondary schools enroling more pupils in every division of the test. This difference was statistically significant in every case, because, according to the data it could be predicted with absolute certainty that it was a true difference. The respective means for pupils from small secondary schools and those from large secondary schools were as follows:

Test	Small Schools	Large Schools
Mental	179.7	186.4
English	72.1	80.1
History	38.5	43.3
Composite	289.0	307.8

3. The quartile points in every single division of the test were higher in the large schools. For the mental test the lower quartile points were 169.12 and 177.75; and the medians, 182.5 and 189.10, and the upper quartile, 192.52 and 198.18, for small and large secondary schools respectively. In the English test the lower quartile points were 59.03 and 72.07; the median, 72.25 and 80.58, and the upper quartile point, 80.62 and 88.52. In this division of the test the lower quartile point for pupils from large schools was practically identical with the median for small schools, and the median for large schools was identical with the upper quartile point for small schools. This means that fifty per cent of the pupils from large schools made higher scores in the English test than seventy-five per cent of the pupils from small schools. Combined scores in history and social science for small and large secondary schools were as follows:

> The lower quartile point, 29.97 and 36.85; the median, 39.34 and 43.98, the upper quartile point, 47.36 and 50.76. When scores were combined, the lower twenty-five per cent of the small and large schools had scores below 264.02 and 287.48 respectively; fifty per cent had scores below 295.13 and 303.28; and seventy-five per cent had scores below 313.47 and 330.47.

4. Bearing in mind the fact that pupils from large secondary schools manifested superior achievement in the mental test, it is nevertheless true their showing in the English and history tests was greater in proportion than their superiority on the basis of the mental test scores.

Teacher Education and Certification

DR. HENRY KLONOWER
Director Teacher Education and Certification

The Education of Elementary Teachers In Pennsylvania

Trend Toward Four-Year College Level Grows

JONAS E. WAGNER
Adviser, Elementary Teacher Education and Certification

One of the most significant trends of the present time in the field of public education is the general interest that has developed in the education of elementary teachers on the four-year college level. As late as fifteen years ago there were relatively few such teachers in Pennsylvania who held a baccalaureate degree. A decade later finds such a standard loosely rooted but indicating a healthy growth in the direction of the more advanced type of preparation. It has remained for recent years to show conclusively that this longer period of education is the one that is most nearly in accord with current professional thought. Approximately fifteen per cent of the 40,000 elementary teachers and supervising officials in service in the public schools of the Commonwealth during 1936-1937 held college certificates, with certain districts employing none but college graduates.

FACTS FROM 1936-1937 TERM

There is need for more authentic information bearing on this development in recent years. It is the purpose of this article to present a general picture of the output of elementary certificates from September 1, 1936 to August 31, 1937, inclusive, with special reference to the background represented by the various applicants who sought certification on college-degree level. The original data on which generalizations have been made are all found in the files of the Teacher Education and Certification Office.

ALMOST 3,000 CERTIFICATES ISSUED

The total number of certificates of all kinds issued during the years applicable to teaching service in the elementary schools, was 2,927. This number includes initial issues of 882 college certificates, 378 college certificates originally authorized for secondary school instruction and then extended to include teaching in the elementary grades on the basis of thirty semester hours of additional courses in elementary education, 1,661 State standard limited certificates, and six normal school certificates. The few normal school certificates issued are explained by the fact that the State Council of Education has authorized the State standard limited certificate to be issued instead of the normal school certificate to all students who enter the State teachers' colleges subsequent to June 16, 1933.

The State standard limited type of certificate is based on two years of approved college education for all applicants who began their formal professional study prior to January 1, 1937; for those entering since that date, a minimum preparation of three years is required. It may be pointed out in this connection that the holders of college certificates issued subsequent to October 1, 1936, valid in both the elementary and secondary fields, have a professional credential on a five-year basis.

A BASIS OF INFERENCE

A careful estimate of the number of inexperienced teachers needed during the current year is 2,120. This is based on the actual count of new entrants without experience for the last few years. Deducting 300 certificates issued to teachers who continued their study while in service and 270 issued to Sisters in parochial schools from the 2,927 certificates issued during the year, leaves a potential supply of 2,357 young teachers to meet the estimated demand. In other words there was in theory at the opening of the schools in September a margin of approximately 237 elementary teachers without positions, limited mostly to those teachers who did not have four years of post-secondary education. This assumption does not account, however, for any surplus from former years or for the possible effect of the new Tenure Act. Reports from the field show an actual shortage of elementary teachers in certain parts of the State, which fact tends to support the figures just cited.

Among the certificates issued were 251 to college graduates and eighty-six to applicants with two or three years of preparation for placement in the kindergarten-primary field. This means that 337 young women were educated for service with kindergarten children while there was an estimated demand for less than fifty teachers according to the most recent records.

CANDIDATES PREPARED AT VARIETY OF INSTITUTIONS

The 2,927 applicants to whom teachers' certificates were issued during the year were either graduated or received certificates from 114 different institutions, including ten normal schools, thirty teachers colleges, fifty-one liberal arts colleges, and twenty-three schools of education of higher learning, connected with the larger universities. Sixty-nine of these colleges are located in twenty other states, while forty-five are Pennsylvania institutions. The out-of-state institutions furnished 164 or 5.6 per cent of the applicants. The neighboring states of New York, New Jersey, Maryland, West Virginia, and Ohio account for 118 applicants, with fifty-two from Columbia University alone.

THIRTY-ONE INSTITUTIONS PREPARE TWENTY OR MORE TEACHERS EACH

Normal schools, teachers colleges, and schools of education located in the large universities furnished 2,319 of the group, while 608 or 20.8 per cent of the entire number found their basic preparation in liberal arts colleges.

Institutions which supplied at least twenty teachers each, are:

Beaver College	42
Columbia University	52
Duquesne University	35*
Elizabethtown College	44
Geneva College	73
Illman Training School	61
Immaculata College	181*
Juniata College	53
Mount Mercy College	31*
Muhlenberg College	21
Pennsylvania State College	75
Philadelphia Normal Schools	102
State Teachers Colleges	
Bloomsburg	93
California	196
Cheyney	23
Clarion	73
East Stroudsburg	78
Edinboro	64
Indiana	217
Kutztown	126
Lock Haven	89
Mansfield	118
Millersville	142
Shippensburg	111
Slippery Rock	154
West Chester	173
Temple University	61
University of Pennsylvania	58
University of Pittsburgh	146
Waynesburg College	27
Total	2,719

*Sisters

The thirty-one institutions listed above supplied approximately ninety-three of the total number of persons certificated during the year.

The records show that a small number of college certificates were issued to graduates of such institutions as Gettysburg College, Goucher College, and Shurtliff College, not any of which makes an effort to offer courses for the education of elementary teachers. In all such instances the applicants had completed secondary certification through the respective institutions and then had their certificates extended by offering thirty semester hours of additional courses in elementary education taken in institutions approved for such instruction.

THE ELEMENT OF AGE

The median age of the college graduates who were certificated for the first time was twenty-two years, while those who were certificated on a lower basis prior to their degrees finally completed such requirements, attained a median age of thirty years, with a range from twenty to sixty years. A total of thirteen of the more advanced-age group finally secured degrees after their fiftieth birthday. On the other hand, one young woman qualified for a baccalaureate degree at nineteen years of age and was issued a college certificate.

(Continued on Page 15, Column 2)

STATE LIBRARY and MUSEUM

DR. JOSEPH L. RAFTER
Director State Library and Museum

Appropriations For State Library Extension Agencies

The wide variation in subsidies for library service among the states is revealed in the report which follows below. In some cases it has been impossible, from the data at hand, to separate the appropriation for extension activities from the rest of the State library appropriation; in other cases it is not possible to ascertain just which items are for extension and which are for some other activity. With these reservations, the following figures are believed to be accurate. Since a number of the states operate on the biennial appropriation basis and were covered by last year's report, not all states are included in this report.

NO CHANGES IN APPROPRIATIONS

State	Institution	Appropriation
Alabama	Department of Archives and History	$ 16,483
California	State Library	132,990
Iowa	Library Commission	19,500
Maine	State Library	43,500
Mississippi	State Library Commission	3,750
Nevada	State Library	18,780
Oklahoma	Library Commission	28,250
Oregon	State Library	52,857
Pennsylvania	State Library	109,000
Rhode Island	State Library	17,000
South Dakota	Free Library Commission	9,150
Tennessee	Division of School Libraries	13,212

DECREASED APPROPRIATIONS

Connecticut	State Library	7,105
North Carolina	State Library	16,470
British Columbia	Public Library Commission	13,425

INCREASED APPROPRIATIONS

Arkansas	State Library Commission	50,000
Georgia	State Library	15,825
Georgia	Library Commission	10,747
Idaho	Traveling Library	14,147
Kansas	State Library	21,630
Massachusetts	State Library	21,300
Michigan	State Library	60,000
Minnesota	Library Extensions	18,248
Missouri	Library Commission	14,285
Nebraska	Library Commission	40,000
New Hampshire	Public Library Commission	13,115
New Jersey	Public Library Commission	78,000
New York	State Library	248,710
North Dakota	Library Commission	9,825
Texas	Library and Historical Commission	37,524
Vermont	Free Public Library Commission	21,000
Virginia	State Library, Extension Division	4,410
Washington	State Library	17,950
Wisconsin	State Library	92,682
Wyoming	State Library and Historical Department	34,165

Art Activities in the State Museum

GERTRUDE B. FULLER
Assistant Director, State Library and Museum

An art exhibit of exceptional merit was recently shown in the special exhibit room of the State Museum. The exhibit was sponsored by the Harrisburg Art Association and included three paintings by Renoir, four by Monet, three by Pissarro, other by Gaugin, Andre, Espanat, and three by the great American artist Cassatt.

The Education of Elementary Teachers in Pennsylvania

(Continued from Page 14, Column 3)

UPWARD DIRECTION OF TEACHER PREPARATION

The information given herein indicates rather plainly the direction in which elementary teacher education is moving in Pennsylvania. Since many boards of school directors have already prescribed four years of college education for an elementary teacher, the question constantly recurs, should this desirable standard be made the minimum level for certification or should the requirements now in effect which permit the teacher to complete her certification while in service, be continued as the program of the State?

Many Activities in State Library

Information and Materials Made Available Throughout the State

DR. JOSEPH L. RAFTER
Director, State Library and Museum

The various Divisions of the State Library provide many services. In the General Library about 1,300 books were loaned for home reading during the past month. Some 620 questions requiring research were answered. A special exhibit of old Bibles was arranged for display during the conference of the Federation of Men's Bible Classes of Pennsylvania. Also a short account of the history of early American Bibles was prepared for the program committee and read at the meeting. Several hundred visitors reviewed the exhibit.

The Archives Division not only disseminated historical information during the month, but took steps to preserve many rare records. About 175 letters and cards pertaining to military service were answered last month. About seventy-five investigations were made by letter on military, historical and genealogical matter, and twenty-four investigations made personally. Seventy-three volumes of "Miscellaneous Manuscript Volumes and Journals and Diaries" were cataloged. One hundred seventy-five maps have been identified, classified and cataloged. Guides have been arranged to the maps by counties, states and countries. Considerable time has been devoted to special research. Material was gathered for the Swedish Tercentenary Celebration, and a search was made for data pertaining to the Scotch Irish for interested individuals.

To carry book and reading service to all parts of the State, the Extension Library has shipped and lent many books during the past month. About 1,650 books and 100 pamphlets were loaned and seventeen traveling libraries shipped. Books and pamphlets were also sent to nine Study Clubs, about sixty-five shipments sent to schools, and fifty-four individuals were lent more than 150 books. Approximately 300 reference questions were answered, thirteen individuals and four schools registered, and 500 books cataloged.

The Law Library reported a circulation of 278; visitations by 596 readers; and approximately 500 periodicals received and filed.

Division Title Changed at State

To unify the practice of identifying the several extension divisions of the seven undergraduate schools at the Pennsylvania State College, the board of trustees has voted to change the title of the division previously known as Teacher Training Extension to Education Extension. During the last academic year 3,013 persons were enroled in what is now Education Extension. Of these 718 were men and 2,295 were women.

PENNSYLVANIA IN HISTORY

MAJ. FRANK W. MELVIN
Chairman Pennsylvania Historical Commission

Pennsylvania Three Hundredth Anniversary Celebration of 1938

First White Settlement Within Borders of Commonwealth Recognized by Proclamation of the Governor

To the President and to the Citizens of the United States of America. To the Governors of Delaware, New Jersey and Maryland and to their Constituencies, in particular. And to all Peoples of Swedish and Scandinavian affiliation throughout the United States, over the borders, beyond the seas, and to their Friends. And to all others to whom these presents may come: Greetings and Welcome to the Pennsylvania Three Hundredth Anniversary Celebration of 1938.

WHEREAS, Thanksgiving Day of 1937 is the approximate anniversary of the date the ships Kalmar Nyckel and Fogel Grip sailed from Gothenburg, Sweden, upon that momentous voyage which brought them to the shores of the Delaware on April 8, 1638 (new style), thereby establishing the Colony of New Sweden on land later included in the Royal Grant to William Penn. That event invests this Tercentenary of the First Permanent Civilized Settlements within the bounds of Pennsylvania with a deep significance and an especial interest to this Commonwealth, the nation and the world.

WHEREAS, the General Assembly has authorized the establishment of the Pennsylvania Three Hundredth Anniversary Commission, and also has created the three hundredth anniversary date of the landing of her original colonists a Legal Holiday in Pennsylvania, to be known as "Forefathers' Day".

WHEREAS, on the first "Forefathers' Day", in 1638, the first Governor of New Sweden, Peter Minuit, purchased from the Indians lands extending from the Falls of the Delaware, at Morrisville, Bucks County, south to the Delaware Capes, thereby creating the first civilized land titles in Pennsylvania; and at once settlements began to be established up and down the river.

WHEREAS, Sovereignty in Pennsylvania began shortly afterward when Colonel Johan Printz, under plenary powers reposed in him by Queen Christina, established the First Capital under permanent government on Tinicum Island, and became our first Chief Executive, or Governor. Here were established the First Law Courts, the First School, and here also was consecrated to the glory of God and the practice of religion the first building of any branch of the Church Universal within Pennsylvania bounds.

WHEREAS, with varying vicissitudes the settlement continued: Under Dutch and English rule our Swedish forefathers were held in high esteem. During the Duke of York's government on the Delaware three of his six councillors were native Swedes, while all the justices of the earliest English tribunal on the soil of Pennsylvania, the Upland Court, save one, were Swedes.

WHEREAS, the establishment of Penn's government under Colonel William Markham, at Upland, now Chester, in August, 1681, was followed by the coming of the great Quaker himself in October, 1682. Upon his arrival, began a coalition in government unique in the annals of colonization. New Sweden merged into his Holy Experiment of civil and religious liberty in the Province of Pennsylvania, and in the counties of New Castle, Kent and Sussex-on-Delaware which later became the sister State of Delaware.

WHEREAS, under the tolerant religious principles voiced in Sweden's colonial charters and bodied forth in the Proprietary's Charter of Liberties, New Sweden lived on in her multiplying churches, preserving, through the aid of the Swedish mission, the simple liturgy of her national faith in her national tongue for nearly two centuries. There is not upon record a more remarkable example of disinterested care for its expatriated subjects than that of the Swedish Crown for the scattered members of its race living in pastoral simplicity on the banks of the Delaware, no longer bound by political ties and separated by the Atlantic Ocean. Between 1696 and 1831 the Swedish Government sent to the churches at Christina, Wicaco and their dependencies, twenty-four clergymen of distinguished scholarship, and sustained them with liberal grants from the Royal Treasury.

(Continued on Page 18)

New Projects Initiated by Pennsylvania Historical Commission

Publications Planned for School Use

The Historical Commission at its last regular monthly meeting, outlined several new projects with a view to coordinating the efforts of all agencies interested in the history of the Commonwealth. Plans for cooperation between the Commission and the special Commission recently appointed by Governor Earle for the 300th Anniversary celebration were made. Also plans were formulated for closer coordination between the administrative staff of the Department of Public Instruction and the Historical Commission.

Historian Appointed

Mr. S. K. Stevens, newly appointed Historian to the Commission, will continue the projected duties of the office. Immediately, he is engaged in completing the public school bibliographies in connection with the Constitution celebration, and the completion of the Yearbook of the Pennsylvania Federation of Historical Societies.

News Bulletin

It is planned to establish a regular system of visitation of the societies by the Historian with a view to promoting their contact with the Historical Commission. A monthly news bulletin has been initiated, and is being sent to the various historical organizations. It is hoped that this will provide both information and stimulation to further activity upon the part of those receiving it. The coordination and direction of the scattered historical activities of the Commonwealth is one of the present major objectives of the Commission.

Histories of Counties Contemplated

The Commission plans to cooperate with the Department of Public Instruction in preparing a series of pamphlets dealing with the outstanding features of the history of the counties of Pennsylvania. These will be distributed through the County Superintendents and utilized to forward the teaching of local history in the public schools. Possibilities for the further development of this program of assistance in promoting the use of Pennsylvania history in Pennsylvania schools are being explored. The Historian is working with the Editor of the Pennsylvania Manual in revising and adding to the sections of that publication bearing upon the history of the Commonwealth.

Archaeological Activities

The Frontier Forts and Trails Survey, covering the four northwestern counties of the Commonwealth and sponsored by the Commission, has been progressing. Archaeological work was finished on the site of Fort Presque Isle. Work was started on the site of Fort Le Boeuf and many interesting and important discoveries have been reported. This work is being done with the close assistance of the Daughters of American Colonists. Special research is being conducted with the early French and British records of this area, and it is planned to prepare a series of booklets suitable for use in the public schools.

School Employes' Retirement Board

DR. H. H. BAISH
Secretary School Employes' Retirement System

Problems of Teacher Retirement in Pennsylvania

(Adapted from an address given by Dr. T. T. Allen, President, State Teachers College, East Stroudsburg, Pennsylvania, and President of the National Council on Teacher Retirement, at the 1937 Convention of the National Education Association in Detroit, Michigan.)

The Fundamentals of Teacher Retirement Systems, is a topic vital to public education in the United States because, as stated in the platform of the National Education Association, "The interests of the child and of the profession require teachers who are protected, in the case of disability or old age by means of retirement plans." At the very outset the question may well be asked and should be concisely answered as to what a teachers' retirement system is. Briefly stated, a teacher retirement system is a business-like plan, enacted into State law, to improve schools by helping aged or disabled teachers to retire from active service with a modest but assured income for life.

Two Plans Tried

When retirement systems for public school employes were first enacted in this country two different plans were devised to provide funds for the payment of the retirement allowances. Under the first plan the school employes paid the entire cost of the retirement allowances and the public paid nothing. The original New Jersey Teachers' Retirement System was an example of the first plan. Under the second plan the public paid the entire cost of the retirement allowances and the school employes paid nothing. The present Rhode Island Teachers' Retirement System is an example of the second plan. The first plan of financing a Retirement System was based on the theory that the school employes were the only persons benefitted; the second plan on the theory that the school system only was benefitted.

Public and Profession Should Profit

However, the truth is, that in order to justify the support of a Teachers' Retirement System by the tax-paying public the school system as well as the school employes should be benefitted. In the Pennsylvania School Employes' Retirement System the school employes and the public share about equally the cost of the retirement allowances. The method adopted by the Pennsylvania System for meeting the cost of the retirement allowances is based on the theory that the school employes and the schools share about equally the benefits of the Retirement System.

Income for Superannuated Teachers

Without an adequate Retirement System, School Boards as a rule hesitate to drop from active service a teacher who has rendered many years of efficient service, even though the teacher by reason of advanced age or physical infirmities is no longer able to render such service. Without a reasonable income a teacher who has passed the age of efficient service hesitates to make himself an object of public or private charity by resigning from active school service.

Security for Active Teachers

The very nature of the work of the teacher is such that freedom, as far as possible, from financial worry is essential to a high standard of efficiency in the school room. If the teacher alone were affected by worry and anxiety it would be unfortunate, but a teacher who faces retirement from service with no income will find it increasingly more difficult to inspire his pupils with the ideals of character and service they should receive in our schools.

Attraction for Better Prepared Personnel

Furthermore, an adequate retirement system will help to keep in school service adequately educated and experienced teachers. In time of prosperity such as we experienced for a number of years prior to 1929 and such as we will experience again in the near future, many of our best teachers will have opportunities to enter other occupations at higher salaries than they receive as teachers.

School Efficiency Improved

But with the assurance of a retirement allowance in case of disability or old age a teacher with a number of years of experience will hesitate to leave school service even though a higher salary can be secured in some other occupation. The money contributed by the public to pay the public's share of the cost of the retirement allowances does as much if not more to increase the efficiency of our schools than any other similar amount of money.

Six Services of a Good Retirement System

The arguments which may be advanced for the establishment of sound teacher retirement systems and the improvement of those already established have been summarized by the National Education Association in a bulletin entitled "Teacher Retirement Systems". We quote from that bulletin: "A sound teacher retirement system (1) protects school children from teachers made incompetent by disability or old age; (2) attracts capable, far-sighted young people into the teaching profession; (3) keeps good teachers in the service; (4) increases health and efficiency of teachers by removing worry and fear of a destitute old age; (5) improves morale in the teaching force by opening the paths of promotion and encouraging professional growth; (6) treats teachers fairly by giving them protection similar to that given other citizens who come under the Social Security Act."

Teachers Seek Fuller Preparation

Fewer Enrolled

J. K. BOWMAN
Adviser, Secondary Teacher Education and Placement

While the total number of graduates from institutions of higher learning is greater this year than last year, the records indicate not only that fewer were actually preparing for teaching, but that those who were preparing for teaching sought fuller preparation. Teacher education charts indicate that 312 fewer graduates actually prepared for teaching, as indicated by figures of graduates for June, 1936 and June, 1937. A study of the number of persons preparing for teaching in the elementary field shows an increase over last year. In June, 1936, 183 graduates were prepared on a four-year level, compared with 258 as of June, 1937.

Enrolments in the State Teachers Colleges indicate a falling-off of students to the extent of 648. Part of this decrease may be attributed to a better selective system. The evidence is clear that many young people were discouraged from coming into the teaching service for fear teaching opportunities would not be available because of the Tenure Act.

The program of the Department of Public Instruction with reference to the selection and education of teachers was presented to the section on Teacher Education at the meeting of the Western Pennsylvania Education Association and received endorsement from that group.

Over 1,200 Teachers Receive Certificates in Month

During last month 1,227 certificates were issued to teachers in Pennsylvania. The rising tide of teacher education is indicated by the number of college certificates issued as compared with certificates based on less preparation than college education. Of the total number of certificates issued, 439 were college certificates; fifty-seven administrative and supervisory certificates on preparation extending beyond the college level were issued. There were 250 certificates issued on preparation less than college education.

While there were 370 emergency certificates issued, these certificates were mainly to cover one or two additional subjects which had to be assigned to a certified teacher who lacked preparation in one or another specific subject. They were not issued for full-time teaching.

Liberal Arts Colleges Prepare Many For Teaching

More Than 9,000 Candidates Prepare for Profession in Fifty Institutions in Year

DR. HENRY KLONOWER
Director, Teacher Education and Certification

During 1936-1937 there were 9,484 candidates for the teaching profession enroled in some half hundred liberal arts colleges in Pennsylvania. This number constitutes nineteen per cent of the total enrolment of 48,883 in these institutions. In a dozen of these arts colleges more than half of the students in attendance are pursuing work in the field of education. In only a half dozen are there no candidates for this profession.

The following table lists the accredited liberal arts colleges in Pennsylvania, and shows the total enrolment and the number and percentage preparing for the teaching profession:

Institution	Total	Percent Preparing to Teach
Albright	402	35
Allegheny	645	8
Beaver	629	51
Bryn Mawr	473	—
Bucknell	1205	29
Carnegie Tech	2189	8
Cedar Crest	210	49
College Misericordia	236	85
Dickinson	566	8
Drexel	1510	10
Dropsie	51	—
Duquesne	1249	20
Elizabethtown	175	54
Franklin and Marshall	775	9
Geneva	450	36
Gettysburg	634	21
Grove City	842	59
Haverford	329	—
Immaculata	243	89
Juniata	458	48
Lafayette	883	1
LaSalle	361	11
Lebanon Valley	394	69
Lehigh	1610	1
Lincoln	273	20
Marywood	435	100
Mercyhurst	184	86
Moore Institute	235	16
Moravian College	155	12
Moravian College for Women	161	51
Mount Mercy	204	30
Mt. St. Joseph	265	23
Muhlenberg	436	17
Penna. Col. for Women	281	20
Penna. Military College	144	—
Penna. State College	5322	9
Phila. College of Pharmacy	371	—
Rosemont	222	17
St. Francis	182	21
St. Joseph's	453	7
St. Thomas	545	27
St. Vincent	385	8
Seton Hill	312	40
Susquehanna	282	49
Swarthmore	700	—
Temple	5816	24
Thiel	252	29
University of Pennsylvania	6507	4
University of Pittsburgh	4979	17
Ursinus	505	52
Villa Maria	148	79
Villanova	804	8
Washington and Jefferson	481	8
Waynesburg	383	70
Westminster	530	37
Wilson	412	48

Pennsylvania Three Hundredth Anniversary Celebration of 1938

(Continued from Page 16)

WHEREAS, this long and affectionate intercourse between Sweden and both Proprietary and Commonwealth governments is a bond between Sweden of the past and present, Pennsylvania of the past and present, and the inter-racial groups which spread out from the Delaware to the adjacent colonies, to be joined later, in the middle and far West, by new groups from Sweden and Scandinavia: These groups, old and new, have made important cultural contributions, not only to the welfare of this Commonwealth, but as well to the entire body politic, in religion, statesmanship, science, economics, literature, music and other arts.

NOW, THEREFORE, I GEORGE H. EARLE, Governor of Pennsylvania, titular successor so called, to His Excellency, Johan Printz, do solemnly adjure the citizenry of the Commonwealth loyally to consider at this Thanksgiving-tide, during 1938 and thereafter, the historical and spiritual significance of events marking this goodly vista of three hundred years, and by practice and precept to evolve a concept of simpler, sterner living in which character is fundamental; to encourage exhibitions of Swedish life past and present, with discourses thereon in schools, in historical societies, and in all institutions of learning; to stmulate scholars, writers, investigators, craftsmen and the like to delve deep, both at home and abroad, into rich archival resources concerning every phase of this Commonwealth's distinguished origin and to recall and to record whatsoever things are of good report, that ancient ties be more closely welded and mankind everywhere enriched by this international celebration.

Apprenticeship in the Service Occupations

(Continued from Page 9, Column 1)

occupations will be placed in charge of a principal educated in the practical and technical phases of political science.

Professional Service

Entrance to professional service occupations is almost wholly predicated upon college preparation. Of the occupations classified under this service, reporters, musicians, photographers, and professional nurses offer possibilities for education of "less than college grade." If education is offered to employed persons in these fields, excellent results can be anticipated.

Domestic and Personal Service

This service field is managed largely by women. Little preparation has been provided for barbers, hairdressers, manicurists, boarding and lodging-house keepers, hotel keepers and managers, house keepers and stewards, launderers and laundresses, laundry owners, laundry operatives, midwives and practical nurses, restaurant keepers, servants, and waiters.

Some pre-employment preparation has recently been provided for household service in a few centers under a special grant for re-education. Waitress preparation especially for the resort regions, has been popular. The barber and beauty culture services, especially the latter, have grown tremendously during the past decade. These are fields deserving of development under public auspices.

Summary

Summarizing, the service occupations have been the "poor relation" of the more aristocratic skilled trades in vocational education until the passage of the George-Deen law which encourages education for this group comprising more than a third of all gainful occupations. The preparation periods for many of these occupations may be shorter than the traditional program, but they need not necessarily be any less efficient.

Safeguarding Health of Pupils a Prime Concern of State

(Continued from Page 9, Column 3)

imately 20x22 feet in size, are being located near the school office to be easily accessible by children, parents and others who cooperate in the health service of the school.

This room serves as the headquarters not only for the school nurse but for the medical examiner, the dental hygienist, and the county nurse in the work that she performs in the school. School physicians where these facilities are available shall no longer be obliged to examine children in the presence of an entire school room under inadequate lighting conditions and with sound interference in the testing of hearing.

The room is provided with comfortable facilities for caring for children who become ill while at school. A suitable bed, first-aid equipment, and the other facilities required in administering to the health needs of the children are a part of the equipment.

Audiometers

Heretofore, in most school districts where pupils were tested as to their hearing, the accuracy of the test depended entirely upon the examining physician's ability to gauge the degree of hearing by observation as made from variable vocal sounds. Under the new program, hearing tests are given with the aid of audiometers which gauge, in a scientific manner, the degree of hearing of children. These instruments measure not only the amplitude of sound but pitch, tone and volume of sound.

Increasing Social Opportunity Through Community Planning

Pennsylvania Town Achieves Comprehensive Community Program Through Cooperative Efforts

Evidence of what can be done to promote interest in cooperative community planning and to develop a community program of leisure time activities is demonstrated by the accomplishments of the citizens of Selinsgrove, a town of 3,000 population.

Began with Playground

In the summer of 1936, a small group of citizens felt the need for playground facilities. A playground was established under the direction of a playground committee, which functioned under the Department of Public Instruction assisted by a County Supervisor of the Recreation and Adult Education Division of the Works Progress Administration. From this solitary playground a flourishing community program has been developed in the town.

Indoor Facilities Provided

With the approach of winter, the playground committee sought indoor facilities for a community leisure time program for youth and adults. A large unrented dwelling was considered most desirable. When the officials of the bank owning the building were consulted they expressed their interest in a community program. It was then suggested that the Borough Council be consulted. The problem was taken to the town fathers and a happy solution was found. The cooperation of townsmen, bank officials, and Borough Councilmen resulted in leasing the building to the Council. This body exempted the bank from taxes.

A Community Council Organized

Facilities for a Community Center having been secured, the playground committee was enlarged and a Community Council formed which in turn became the Board of Directors of the Community Center. Represented on the Board were the following agencies: Board of Education, Secondary School Faculty, Ministerial Association, Red Cross, Rotary Club, American Legion, Parent-Teacher Association, Fire Company, Ladies' Auxiliary of the Fire Company, Women's Club, Triangle Club, Junior Women's Club, Chamber of Commerce, Men's Federation of Bible Classes, Girl and Boy Scout Committee. A special Community Center Committee, consisting of three members, was appointed by the President of the Borough Council from that body. These men are also members of the Board of Directors. Furthermore, to assure youth ample opportunity to assist in planning the community program, each of the six Sunday Schools was invited to designate a young person to membership on the board. Further representation of youth was provided by having a boy and girl selected from each of the Junior and Senior classes in the Secondary School.

Community Chest Organized

With this organization effected, attention was turned to finances. Funds were needed to furnish the Community Center and meet expenses incident to conducting a community program. The solution this time was found in the organization of a Community Chest. In this undertaking the Center joined with the local Boy Scouts, Girl Scouts, and the Mary Packer Hospital of Sunbury which serves Selinsgrove. Accordingly, a Community Chest organization was set up and a three-day campaign conducted. This was purely a local affair conducted by eighty volunteer workers and a local and unpaid director. The success of the venture is evidenced by the result of the campaign. The goal set was $2,000. At the end of the third day subscriptions totalling $2,063 had been received of which $1,760 had been paid in cash. Contributors numbered 725, including 161 Secondary School students. A separate Chest organization was set up in the Secondary School, thereby providing for youth to share the experiences of their elders.

A lively spirit of cooperation and community interest was everywhere manifested. Citizens realized that they could accomplish what many thought was impossible if they set out together to reach a common objective. The organization of the Community Chest was also very significant, since it demonstrated how a Community Council could function as a coordinating agency thereby eliminating duplication of effort in a community.

Developing a Community Program

The Board of Directors had set up a proposed list of activities which it was hoped could be embodied in the community leisure time program. This list included social and recreational music, drama and pageantry, community athletics, playgrounds, arts, crafts, hobbies, indoor community physical recreation, safety supervision for bathers, camping and nature lore, library and reading room, public forums, and youth activities. How well the program has been developed can be seen from the following list of accomplishments, listed in the order of development.

Amateur Radio and Junior Stamp Clubs

Shortly after the opening of the Center, an amateur radio club was organized with a membership of about twenty-five men. Membership is drawn from a ten mile radius, with the majority of members licensed operators. Meetings were held weekly under expert volunteer leadership. Youthful stamp collectors decided to organize, following the example of senior philatelists. About twenty-five girls and boys are members of the club, with bi-monthly meetings, special programs, and a genuine interest in their particular hobbies.

Community Health Service

Following these initial developments came the establishment of a Community Health Service Conference. This was made possible through the cooperation of the State Department of Health and a special Community Center Committee on Health Service. Three local physicians employed by the State serve in four month relays. The work is under the supervision of the county nurse. Weekly clinics are held in the Center.

Playgrounds

For the second season the playground for older boys and girls was opened under the supervision of W. P. A. recreation leaders. To meet the needs of younger children, a second playground was established on the lawn in the rear of the Community Center.

Bathing Beach Built

Possibly most popular of the achievements was the development of a community bathing beach. To secure such facilities, the Center's Committee on Safety for Bathers investigated all popular "ole swimmin' holes" in the vicinity, and chose the one considered most suitable. Through volunteer labor and the cooperation of the Borough Council and town business men, a beach was developed. Swimming instruction was provided by a Senior Life guard assisted by several Junior Life guards, all volunteers. Attendance at the beach was between 100 and 250 bathers daily throughout the summer, and at the termination of the season a water sports carnival was held.

Camp Selin Established

To provide youth of the community with additional recreation during the summer a camp for boys was started by the Center's Committee on Camping and Nature Lore. The boys took interest at once, selected officers, named a committee to purchase supplies, determined camp routine, chose a name for the camp and selected a camp site.

School Facilities Available

The completion of a modern Secondary School provides gymnasium facilities for a community indoor physical recreation program for out of school youth and adults. In preparing the schedule for the use of the gymnasium the Board of Education cooperating with the Center's Committee on Indoor Physical Recreation, set aside two evenings a week when the gymnasium is available for the use of the men and women of the community. Furthermore, the School Board authorized the employment of teachers to serve as leaders of this program of Community Indoor Physical Recreation.

Present Developments

The library is achieving the goal the Board of Directors set for it. Through the interest of citizens and the Parent Teacher Association, the library has grown to include over three hundred books and many magazines.

Facilities for bowling and shuffle board are now being provided in one of the basement rooms of the Center. The recent acquisition of beautiful costume plates and models of Pennsylvania historical buildings from the Museum Extension Division of the W. P. A. has made possible the establishment of an interesting museum exhibit. Puppets and marionettes have also been received from the same W. P. A. agency thereby making possible the development of puppet and marionette troupes and entertainments.

Cooperation

The interest and cooperation of the members of the Borough Council and Bank officials in providing facilities for a Community Center is the basis upon which citizens have been able to develop a community program. Of equal significance is the fact that the members of the Board of Education feel that school facilities and services should be made available to all citizens.

Paid leadership for supervising program activities at the Center and playgrounds made available through the Division of Recreation and Adult Education of the W. P. A. has also been an important factor in the success of the program. Valuable assistance has also been given by youth whose services have been made available through the National Youth Administration.

Possibly the most essential element in the success of the venture, has been the public spirited manner in which citizens of the community give of their time, money and effort to provide a wholesome program of leisure time activities for their fellow-citizens.

NEW CHALLENGES TO EDUCATION

DR. LESTER K. ADE
Superintendent of Public Instruction

INTRODUCTORY

Education today is acutely aware of many and momentous new challenges. It must constantly reconsider its position and obligation to society. It must chart its course by fixed marks visible on the social horizon. It must discern current issues affecting contemporary life and give direction to its program in the light of these problems both at home and abroad. It is only upon such logical bases that education can establish and maintain itself as worthy of the public support it requires to continue to render its indispensable service to a growing society.

Responsibility of School Is Increasing

Education is also keenly conscious that society is shifting heavy burdens to the schools. These new obligations call for great resources of mind and spirit. They call for an exploration and a restatement of educational purposes and obligations in the light of the present. Time is irreversible, and we must therefore take our bearings from social circumstances as they are now.

Among these circumstances are such influential factors as the mechanization of life and labor, the urbanization of the population, the diversification of technical education which has excluded millions of youth from jobs once open to them, the transformation of the structure of the family, and the all too evident increase of delinquency and crime. Fundamentally, it is imperative that we adjust our education in accordance with these vital social and economic trends, and our thinking should rapidly grasp the significance of these startling challenges to education.

Education must serve an associated economy and prepare youth for associational life. It must equip the succeeding generations of citizens for intelligent self-government, and uphold social values that have developed during centuries of progress. It is for education to consider the plight of youth and the needs of adults. And finally, it is the province of education to develop international-mindedness and a world citizenship.

Education Must Evolve in a New Light

These vital challenges place education in a new light. They make it necessary for education to reexamine its processes and purposes. In view of fluctuating factors, education must first of all square off with historic ideals; then evaluate its present work; and finally reconstruct its program to meet changing social needs. The program of education is never completed. It grows with the growth of humanity. Its source is life itself. It embraces knowledge, preparation and aspiration carried forward under the free spirit of science, and with the ideals of democracy as the ultimate goal. Through all these evolving processes we must cling to our most cherished ideal; namely, the opportunity for all our people to develop free, cooperative, rich and useful lives.

Some Challenges Identified

To achieve this ideal, education must rise to meet the new challenges thrust upon it by contemporary society. Some of these crucial challenges are as follows:

1. **Can Education Keep Pace With Our Rapidly Evolving Social Order?**
2. **Can Education Fortify Our Children, Youth and Adults for Adequate Physical and Mental Security?**
3. **Can Education Provide Equality of Learning Opportunities for All the Children of All the People?**
4. **Can Education Stimulate an Effective and Universal Social Participation for Modern Citizenship?**
5. **Can Education Cope with New Conditions Affecting Vocational Life?**
6. **Can Education Prepare Folks to Use Wisely Ever-Widening Margins of Leisure?**
7. **Can Education Counteract or Eliminate the Underlying Causes of Crime and Delinquency?**
8. **Can Education Develop a Corps of Teachers to Meet the New Responsibilities of the Schools?**
9. **Can Education Win Increased Financial Support to Carry on New Services Comprised in the Modern Program?**

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